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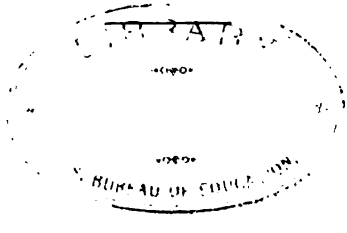

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THE MAINE

JOURNAL OF EDUCATION.

Vol. VIII. JANUARY, 1874. No. 1.

THE MAINE JOURNAL OF EDUCATION.

WITH this number, the JOURNAL enters upon its Eighth Volume, and we know we shall be pardoned for the free, frank and full statements herein made. We do not need to tell our readers that this publication does not any more than pay its way; this fact has been so well known by those who are interested in the educational interests of the State, that they don't like to hear it. Why this is so, with the great number of teachers in the State, is beyond the comprehension of many. We shall not, nor could we, explain it. That it has not fully met the wants of all teachers, is one reason assigned; that it is a *home* publication, and the too common saying "that a prophet is not without honor except in his own country," is made to apply here; that it has been deemed of no more importance by the teachers than other educational works may be also considered; but the most powerful and cogent excuse, and the one used with perhaps some show of reason, is, that it is owned and published by a gentleman not intimately connected with any school or department of Education, and was, therefore, a private enterprise which we might support or not. The highest praise is due to this gentleman, who rescued the remnants of the JOURNAL from total destruction, and who has hitherto given his time and his best influence for the support of the JOURNAL. But in rewarding him

thus publicly, we would by no means take an iota of praise from those who have, by their pens, time and labor, kept the breath of life in the JOURNAL and increased its usefulness and circulation each year since its removal to Portland.

By the removal from Portland of Mr. A. P. STONE, late Principal of the Portland High School, the Resident Editor's department was left without a head. Mr. Stone had held this position at the request of Mr. Thurston, the owner of the JOURNAL, ever since his arrival in the State, and we all know with what success he filled this department. He labored without money and without price, but his work was well done.

When Mr. Thurston was left without a Resident Editor, he was in doubt. Money he had not, nor could it be derived from the present list of subscribers, to obtain an Editor especially for the JOURNAL, desirable as it would be.

The matter was talked over among the teachers and with Mr. Thurston, and Mr. Chase, of the High School, consented to complete the year of that department as well as he could, and how well it has been done you can best judge.

Mr. Chase, by his connection with the JOURNAL during the past few months, became more intimately acquainted with it and recognizing the fact, that it would be better to have it under one editorial management than to have it conducted as in the time past, and also that one objection already mentioned might be no longer used has bought one-half of the JOURNAL. Thus have we briefly brought the subject to this time, and now bear with us while we say a few words for the future.

We all know that teachers in Maine are not so over-paid or so rich that they can afford to purchase anything merely to satisfy their curiosity, nor do they purchase for the mere public interest that which will take money from their own pockets to support. So we have entered into and become a part of the JOURNAL, not that we may make or lose money, for the simple reason that we cannot afford the latter; and the other,—well, fellow-teachers, if you will make our subscription list larger, we assure you that better material shall be furnished. You will, from the statements made, see the necessity, then, of paying your subscription already due, perhaps (and this fact every JOURNAL tells you), and of renewing your subscription and sending us a new

subscriber. We need the support of your labor for the subscription list as well as your own subscription.

Secondly, we do not expect our brains to furnish all the material for each number of the JOURNAL. If we did, the JOURNAL would cease to exist the more quickly for this reason than from the want of a subscription list. Those gentlemen who in time past have so gallantly gone to the front each month, will be the more ready and the more energetic with their pens, since they are now freed from the care of making up all the month. We give the names of those who will furnish us the leading article for each month, on the cover, and we also know that they will furnish us with some additional articles. Besides these gentlemen, we expect any and every teacher always to feel at liberty to write for the JOURNAL in regard to the teaching of any subject, methods of discipline, and any other matters that may interest them. We desire to have one good leading article, and the rest of the JOURNAL full of practical information for the teachers of our Common Schools. If you find anything suggested in the columns of the JOURNAL, and you follow out the suggestion, inform us of the success you have, or the failure of the plan and its cause. Do not feel that that subject interests you alone. Remember that life is full of mistakes, and we learn by our own and others' errors, the true way; therefore let us know all your successes, and some of your failures, so that the one may encourage others who are on the same road, and the other may deter them from the pitfalls and snares that are ever ready to receive them and secure their downfall. Can we say anything more? Just two words, Write us.

Thirdly, we desire to give the record of changes of teachers in Maine, and all those matters which interest all, a prominent part. Every permanent School in Maine should inform us of its various changes, especially in the matter of teachers. No news is better received than that which announces the call of a deserving teacher to another field, the building of another commodious school-house, the endowment of any academy or school, the establishment of a free High School, and in fact no change is so small as to be beneath notice. Now, we cannot obtain this news from any but you who are interested and know these things. We cannot exchange with every paper in the State and thus cull all our news; for if we did, we should not have that intimate acquaintance with the fact that we

shall by having a letter from our friends. Will you not then, one and all, give us every item of news in this direction?

Fourthly, we propose at the suggestion of some of our good friends to add a "Query Box," into which may be cast all questions that perplex or annoy any teacher; and also all questions in regard to Arithmetic, Grammar, Geography, or other subjects that may puzzle or that may be thought to puzzle, and for this department please let us have your assistance.

And now we would say that we cannot, nor do we expect to, suit the wishes of every one. The only way that can be done is for each person to publish a paper to suit his own views. Therefore, while we wish to keep as well as we can a definite policy in regard to the JOURNAL, we do wish to hear from our friends from time to time such suggestions as will make the JOURNAL more efficient and the better suited to their tastes. We begin a somewhat new experience with this number, and if our friends do not assist us to improve, who will?

The terms of the JOURNAL will be the same as ever. We have made full arrangements for clubbing with every important paper or magazine published. If you do not find on the list the magazine or paper which you are taking or wish to take, a letter sent us will in all probability procure the desired result. Are you not now receiving some periodical for which you are paying as much as you would for that periodical and the JOURNAL? If the difference is only fifty or seventy-five cents, can you not give us that? The expense to you in addition to that sum would be only the postage. All the periodicals that you should receive by clubbing with the JOURNAL will be sent direct to your address, and if they fail to come, please notify us upon the first occasion. And now we bid you a "Happy New Year," and may the year be so prosperous to you that you will not feel the need of our subscription price, but will cheerfully and cordially forward the same to us.

All matters for the Editorial Department must be sent to the "MAINE JOURNAL OF EDUCATION" on or before the *eighteenth day* of each month to insure publication in the JOURNAL for the next month. All advertisements and all subscriptions and business matters must be sent to Mr. B. THURSTON, Portland, Maine.

THE IMPORTANCE OF RIGHT THINKING.

THIS is a condition of *right action.* I hope you will not regard the subject as too dry and abstract to be interesting or practical."

"Well, no—but wouldn't it be better if you would tell me *directly* how to govern a school, and how to make scholars learn their lessons and be interested in their studies? I see everywhere that these are the principal difficulties teachers have to encounter, and they often fail because they do not seem to know just what to do. One teacher threatens often to punish the disorderly and idle scholars, but soon the threats cease to frighten the pupils to behave well, or to study; another makes the lazy or playful pupil stand on the floor or in the corner of the school-room; but such will not study much there, and frequently, when the teacher's eye is not on him, he improves the opportunity to attract the attention of all the scholars, and make more disorder than he could at his seat; so that method fails. Then another teacher punishes with the rod quite often, and scolds a great deal, telling the children how bad they are, and that they deserve the severest punishment. And some teachers look stern and cross, and move around among the children with a threatening air as if somebody would surely get hurt. And yet, really good order and cheerful study are not secured by these and many similar severe methods. Indeed, I think sometimes, the more these teachers talk and threaten and punish, the worse their schools become."

"O yes, I see you want me to make a short cut, and give you some patent-right to a method that will produce a self-working process, so that, like a watch wound up, the machine will go alone, at least till it runs down. But don't you see that I cannot recommend any of the methods you have just described, for you have marked them down as failures, and now you ask of me something better in place of them."

"Yes, that is true: and yet I cannot imagine what substitute you can name that will be more certain to succeed. To tell the truth, I was afraid you would give me a lecture on *metaphysics*, in talking about right thinking. But I will promise to give you strict attention

if you do, and shall hope to get some practical good from what you may suggest."

"Well, then, first, let me ask you to hear what the wise man says: 'As he (man) *thinketh* in his heart, *so is he*.' Let us draw the lesson from these words. The mind is the real man. Thinking is the mind in action. So, the action, resulting from the thinking, indicates the character of the individual. If you watch individuals in business or pleasure, you can determine from their actions, pretty accurately, what is the general current of each one's thoughts. As a man thinketh, so, in the main, he *is*, and so he *acts*. Now, since 'the man is only a child of older growth,' let us apply the maxim to the child, the pupil in school. The boy that thinks of his book, loves to learn, shows the course in which his thoughts run by the expression of his countenance, by his position and action. 'As he thinketh, so is he'—he is studious. The boy full of play and mischief reveals as clearly what *he* is, by *his* actions. Now, it is just here that the teacher's capability begins to be tested. The first evidence indicating success or failure will appear in the teacher's ability to detect motives from those actions, looks, and language which reveal what are the leading thoughts in the pupil's mind. If successful in discerning intentions, the next and only qualifications needed are such skill and resources as to be able to *change* and *control the current* of the pupil's thoughts. Now, instead of attempting to specify methods, let us visit a school-room and observe the operations, both of the teacher and pupils."

"Why did you take me to this primary room? I think anybody can control and teach such little five or six year old children."

"But you forget, perhaps, that room which we visited the other day, when, as we entered, the noise and hum of voices suggested that the children were having their 'speaking recess.' Do you remember your surprise when, on asking the teacher if it was her recess hour, she replied no, it was the usual condition of her school?"

"Oh, yes, but I saw at once she had no power to control the children; did not seem to know where or how to begin to bring them to order; for they were all in perfect confusion, whispering, talking, throwing pencils, dropping slates, striking each other, laughing out loud, etc. That teacher, most clearly, was not competent to have charge of even little children."

"And yet, the teacher who preceded her always had the best of order, and secured it without apparent effort. It *seemed* perfectly natural for the children to behave well, and for the teacher to govern easily; indeed, the school appeared almost 'to go alone.' So there is a difference in the management even of primary children, by different teachers."

"Well, *this* school is a specimen, I should say, of perfect discipline. How quiet the children are; yet every one seems busy, cheerful, and happy. See how promptly they all move as the teacher gives the signals; how attentive to every direction given by the teacher."

"I selected this room as a good illustration of what a teacher can do by a careful scanning of motives; interpreting the thoughts of her pupils by expression of the face and every movement, even with primary children. This teacher has a remarkable tact in reading the thoughts and dispositions of her little ones, and is always ready to correct their errors in a pleasant, motherly way, so that they are always cheerful, and never appear happier than when in school."

"I notice that the teacher's eye never fails to see every movement in the room; and if a child is disorderly she seems to measure deliberately the *intention* of the pupil. If some wrong act is done inadvertently, her gentle admonition is adapted to the state of the child's mind, and is far more effectual than a harsh expression or a blow. She always has some remedy for repeated carelessness, or even intentional mischievousness, that makes the little transgressor feel uncomfortable because made conscious of his error. I observe, too, that the children all seem to know that there is an eye watching everything they do, and few venture to do wrong, because the teacher will know it. And yet, there is no appearance of governing by fear."

"The unusual success of this teacher comes from her knowledge of the disposition of her children, her skill in applying correction, and especially her care to forestall and prevent improprieties and transgression. And in these few words may be found the secret of all school government."—*A. Parish, in Conn. School Journal.*

Our doubts are traitors, and make us lose the good we oft may win, by fearing to attempt.

HISTORY IN DISTRICT SCHOOLS.

O study has been so neglected in our district schools as that of history; and none deserves more attention. Instead of finding the more advanced students of these schools pursuing this important study, or even one-half, or the small number of one-fourth, we find the number reduced to the meagre proportion of one, two or three in schools varying from ten to sixty or more scholars. And this few soon tire of it because of the uninteresing way in which it is conducted by most teachers, who make it a mere recital of facts, without adding to its beauty their own researches. But very few of our district school scholars, if called on for a list of our Presidents, could give more than two out of the entire list, viz., the first and last. The former, because his name has been handed down by tradition, and the latter because recently elected. Of the discovery of America, the condition of this country before that time, the settlement of the different States, the causes that led to their settlement, the growth of the country, its struggles for independence, and its trials and troubles since, they have but a very vague idea. And why should not this study receive an equal attention with common school arithmetic, grammar and geography, and a precedence over the higher arithmetic, algebra, physiology and bookkeeping, which are taught now in many of our district schools? Is it because it can be learned elsewhere? Let us see. In how many of our academies is American history taken as a study? In those few in whose course it is laid down, how many devote to it more than one term? And what is one term in which to acquire a knowledge of the history of one's country? Scarcely any of these institutions but devote more time than that to the antiquities of Rome and Greece. Is our history less fertile in rich events, less instructive in its teachings, and less important than that of nations long ago defunct? Shall we take no pride in the achievements of our ancestors? It is true, no ancestral fame will perform our duties for us; but is it not in a measure from an ignorance of our country's struggles, her laws, and the privileges she bestows that we are becoming more and more the victims of unprinci-

pled demagogues? Would we not be rearing a better class of voters, and thereby protecting the liberties of our land, by making our youth thoroughly acquainted with the price of liberty, and stimulate them with a desire to emulate the greatness of their forefathers? Which is the more intelligent voter, the one who is ignorant of the superiority he enjoys over citizens of other countries, of the bulwarks of his country's safety he may jeopard, and whose opinion is formed without that knowledge so necessary to a voter, or the one who has been taught to glow with enthusiasm over the sufferings of those by whose hardships our independence was won, and looks at every encroachment upon our liberties with jealous eye, who thoroughly understands our laws, and the import of our free institutions, and whose opinion is made up from this knowledge. Does it take us long to decide?

How better could we accomplish this result, than by giving to history an importance in our district schools it never yet received. Our own recent conflict so fruitful in its lessons, is still fresh in our minds, but there is a generation growing up who are ignorant of it, and must be deprived of many of its important lessons, unless they obtain it through the pages of history.

Now, seeing its importance to all persons, and no one will deny its greater importance to the scholars, does it not behoove us to give it marked attention? Should we not require of our teachers a better knowledge of it and more zeal in teaching it?

Rev. Chas. Brooks, father of the State Normal Schools in America, was asked by a teacher this question:

"What shall I teach my pupils?"

He answered—Teach them very thoroughly these five things:

1. To live religiously.
2. To think comprehensively.
3. To reckon mathematically.
4. To converse fluently; and
5. To write grammatically.

If you successfully teach them these five things, you will nobly have done your duty to your pupils, to their parents, to your country, and to yourself.

QUESTIONS FOR EXAMINATION.

[These questions were used, last summer, we believe, at the examination of applicants for teachers in Chicago.—EDITOR.]

ARITHMETIC.

FIRST. Define *Rule, Reduction, Prime Number, Root, Insurance.*

2. Find the width of the narrowest floor that can be exactly covered with entire breadths of carpet that is either $2\frac{1}{3}$ feet, $2\frac{3}{4}$ feet, or $2\frac{1}{2}$ feet wide.

3. What is the storage capacity of a warehouse bin, the body of which is 20 feet square and 25 feet deep, and the bottom an inverted pyramid, 8 feet deep?

4. A can mow 2 acres in 3 days and B 5 acres in 6 days; in how many days can they together mow 9 acres?

5. What is the pressure on a cubic foot of iron sunk in water to the depth of one mile?

6. If 90 persons working 91 days, 10 hours a day, can manufacture 24,451 pounds of yarn, how much more could be made by employing 150 persons 80 days, $10\frac{1}{4}$ hours a day?

7. A fruit dealer lost 15 per cent. of a lot of apples: What per cent. profit must he make on the remainder to avoid loss?

8. How many rods of fence will enclose a circular field which has an area of 10 acres?

9. C. Rice & Co., Wholesale Grocers, sold J. Drew, July 8, 1873, the following goods: 5 barrels A Sugar, 238, 243, 250, 252, 255 pounds, 20 pounds tare to each package, at $12\frac{3}{4}$ cents a pound; 3 barrels C Sugar, 234, 240, 247 pounds, 18 pounds tare each, at $11\frac{3}{4}$ cents a pound; 1 barrel pulverized Sugar, 269 pounds, 19 pounds tare, at $13\frac{5}{8}$ cents a pound; 1 chest Young Hyson Tea, 90 pounds, 16 pounds tare, at $1.28 a pound; 1 chest Black Tea, 60 pounds, 17 pounds tare, at 98 cents a pound; 1 caddy Japan Tea, 25 pounds, 6 pounds tare, at $1.17 a pound; 1 sack Rio Coffee, 132 pounds, at 23 cents a pound; 1 mat Java Coffee, 42 pounds, at 28 cents a pound; 1 sack of Rice, 75 pounds, at 9 cents a pound; 1 mat of Cinnamon, $4\frac{1}{16}$ pounds, at 70 cents a pound; $\frac{1}{2}$ doz. No. 2 Tubs, at $8.50 per doz. Drew paid cash for the goods, and obtained a reduction of $1\frac{1}{2}$ per cent. Make out a bill in due form for the above transaction.

10. The First National Bank of Chicago loaned Drew the money to pay the above, on his note for 30 days, discounted at 10 per cent. Write the note.

ALGEBRA.

1. Given $x^2+y^2=18-(x+y)$ $xy=6$ to find x and y.

2. A grazier bought a certain number of oxen for $240, and after losing 3 of them, sold the remainder for $8 a head more than they cost him, thus gaining $59 by his bargain. How many oxen did he buy?

3. A person finds that he can row a skiff 6 miles an hour with the current, and 3 miles an hour against it; how far can he pass down the stream and yet return to the starting point, in 8 hours?

4. A bought eggs at 18 cents a dozen; had he bought 5 dozen more for the same money, they would have cost $2\frac{1}{2}$ cents a dozen less; how many dozen did he buy?

5. Divide the fraction $\frac{8}{5}$ into two such parts that the sum of the numerators of the two parts shall equal the sum of the denominators.

GEOMETRY.

1. Give a complete classification of triangles, and define each class.

2. Show that the perpendicular measures the shortest distance from a point to a straight line.

3. Show that the inscribed angle is measured by half the subtending arc.

4. Show that through three given points not in the same straight line, one circumference can be made to pass, and but one.

5. A man standing 40 feet from a building which was 24 feet wide, and in a direct line with the side wall, observed that when he closed one eye, the width of the building hid from view just 90 rods of fence, which was parallel to the width of the building. What was the distance of the observer from the fence?

NATURAL SCIENCES.

1. Name the Departments of Natural Science, with the peculiar province of each.

2. Classification of the Animal Kingdom.

3. Circulation of the blood.

4. Process and products of Combustion.

5. Origin of Coal Beds.

6. Formation of Rain.

7. Trade Winds—origin and general direction.

8. Organs and process of Digestion.

9. In what respect does the digestive apparatus of Ruminants differ from that of man?

10. Evidences of Internal Heat of the Earth.

11. Conditions Essential to Vegetation.

12. Causes and Uses of Thunder Storms.

13. Principle of the Magnetic Telegraph.

14. Illustrate the Law "What is gained in Velocity is lost in Power," either by the Lever, or any other of the Mechanical Powers.

15. State the Law of Falling Bodies.

16. Find the proper Division of a Lever 15 feet long, whose power and weight are in the relation of 1 to 9, and in equilibrium.

17. Explain, by chemical terms, the effervesence of Soda Water.

18. Define the difference between *Annuals*, *Biennials* and *Perennials*, as applied to Plants.

19. Uses of the different parts of a Flower.

20. Explain the growth of Corn, from the germination of the seed to the ripening of the fruit.

THEORY AND PRACTICE.

1. What are your views upon the matter of Corporal Punishment in Schools, and what has been your experience in the matter of its use?

2. What measures would you adopt to secure the health of pupils?

3. What course of moral training, consistent with the unsectarian spirit of the Public Schools, would you adopt?

4. Have you marked out for yourself any course of reading? If so, what course?

5. What daily preparation for the work of the school room do you deem essential?

6. State the leading points in any article upon Educational Topics which has, within the past year, attracted your attention.

7. What line of general reading is, in your opinion, of the greatest value to the teacher?

8. In the discipline of pupils, what importance should be attached to personal example?

9. What motive should be made prominent before the mind of the pupil?

10. If prizes are given, what should be their character? and for what should they be awarded?—*Chicago Teacher.*

GETTING A BIG SITUATION.

BY A RECENT GRADUATE.

AS we were now a graduate, and had a diploma, people would write B. E. after our names, call us "Professor," ask us to make speeches, and want us to run for office. Of course, we expected a big situation—nothing less than a superintendency or a professorship in some flourishing College. We would receive a salary of $1,200 or $1,500, perhaps $2,500 a year.

Well, we rested three weeks. Then we thought it was about time to look out for our "big situation." Of course, it would hardly do to advertise. Too many situations might be offered—involve too much correspondence. So we just wrote quietly to some of our friends, told them we were a "graduate," and intimated our willingness to accept a "big situation" at a handsome salary. Friends said they were glad to hear of our success, and hoped we would get a good situation. They "did not know of anything *just now* to suit us. Something might turn up, though, and they would let us know." Then we wrote to principals of big schools, told them we were a "graduate," and, for a handsome consideration, would place our eminent talents at their service. Principals answered on postal cards. Said they believed there were no vacancies in their faculties *just now.* Said they felt very sorry. They would "bear our application in mind, however. Something might occur in our favor." Then we wrote to all the county superintendents, told them we were a "graduate," and wanted a "big situation." We began to study the "Methods of Grading Schools" of from 600 to 1,200 pupils. We felt sure of getting a principalship in a large town. We wrote also to Teach-

ers' Bureau. Bureau told us to apply at once to Board of Directors in Squashtown. "Pleasant school, big salary, just the thing." We wrote to the Secretary, told him we were a "graduate," and would teach for $125 a month. We waited three weeks for an answer, and, when we got it, it took two men and a boy to read it. Secretary gave us these highly interesting facts: 1st. "The Boord had conwened." 2d. "There school tarm was 4 months." 3d. "They pade $25 a month." 4th. "The Boord didn't want a teacher at all." We are going to get this letter framed, and send it to the Centennial. Pretty soon we began to get about six letters a day from superintendents. Correspondence was very interesting. Superintendents said they knew of nothing to suit us *just now*. Said they felt very sorry. We began to feel sorry, too. The thing was growing monotonous. Our friends wanted to know why we got so many letters. We told them School Boards were applying for us to teach their schools. One superintendent said he could get us a nice school at $23 a month—board only about $4.50 a week. We told him we were a "graduate," and didn't want to be insulted. A principal of a one-horse academy wanted us to teach object lessons for $20 a month. We told him we didn't feel competent! We received another letter from Teachers' Bureau, wanting us to go to South Africa to teach for $13 a month. Said the salary appeared small, but there was a great chance to do good. We told them we were a "graduate," and were not going to do good for less than $125 a month. We began to think about going to California to raise sheep, but we heard of a magnificent situation in a big town at $120 a month, and wrote for it. Application arrived just six minutes and a half after the Board had met, and elected another fellow who wasn't a "graduate." A contemptible School Director met us on the street, one day, called us aside, and said he had a splendid school for us at $24 a month, with cheap board in a nice Irish family. He won't trouble us any more.

We are beginning to like this thing. Our name is getting out. We have received beautiful colored circulars from thirteen sewing-machine companies, twenty-four subscription book publishers, and any amount of men who want us to sell things at "enormous profit." We did try for a few days to sell "Miller's Patent Fire-Proof, Everlasting, Non-Corrosible White Wire Clothes Lines," but another man had been around two days ahead of us, and we couldn't sell a yard.

We have on hand now about 2,800 feet of White Wire Clothes Lines, which we are willing to sell at a reasonable discount from first cost. Our expenses in trying to get a "big situation" have been as follows:

Paid for envelopes, paper and postage	$13.69
Paid for high hat and cane	11.50
Paid fellows for putting puffs in the paper	7.60
Paid to Justice of Peace for having attacked an insulting School Director	10.00
Total	$42.79
Cash on hand	.26

Our health is good. We have not secured the "big situation" yet, but we are going to hire the Western Union Telegraph Company's lines, and place ourself in instant communication with all parts of the Union. Then we'll get it. We would take about $99 a month now, but we won't answer for the personal safety of any narrow-minded school man who makes us any more mean offers.—*Page Weekly.*

Bad Spelling.—In a recent number of the Indiana School Journal, the editor says that while attending the State Institute at Vincennes, Ind., he offered a premium to any member who would spell correctly ninety-five per cent of the following words: "Emanate, surcingle, siphon, conferrable, repellent, transcendent, ellipses, resurrection, resistible, salable, incorrigible, refutable, indespensable, discernible, chargeable, ostentatious, caterpillar, tranquillity, admissible, tenet." The test was made, and, singular to relate, out of the eighty-nine teachers present, but one was able to perform the feat. Thirty-nine misspelled more than half of the words, and one missed all of them.

The Teachers' Institute of Peoria, Ill., has been discussing the question of punishment in schools. One teacher thought that whipping was beneficial; another believed that the higher natures of children should be appealed to, and then said that corporal punishment was better than expulsion from the school; and another mentioned a glance of displeasure in the eye of the teacher.

SUGGESTIONS TO TEACHERS.

ORDER is absolutely essential to success, and no teacher should omit any steps necessary to secure it. Begin, then, your discipline *the first day of school.* Move classes by signal, and see that they move quietly and in order. If the signal is given to rise, see that every pupil has risen before the next signal is given. Almost any signal is preferable to a bell.

Always have separate recesses; and here, too, have order. Do not permit pupils, at the signal for recess, to rush pell-mell in a general scramble to see who can first get out of the house: but maintain perfect discipline, by having pupils rise and pass out in regular order.

Permit no communication between pupils of different desks, without permission; and absolutely prohibit snapping fingers or like means to call the teacher's attention. Never allow a pupil to interrupt a recitation by questions, or to approach you while hearing a recitation. Pupils should never be permitted to argue with a teacher or talk back, when once decision is given. Of course this has no reference to legitimate discussion of a lesson.

The law will sustain a teacher in a judicious infliction of corporal punishment; but it should be remembered that the teacher who relies upon the rod is an absolute failure.

Do not neglect the school while hearing a recitation or giving an example at the board. Let your eye take in the whole school-room.

Keep no pupils in at recess or noon, or after school, as a punishment. Use the rod only when absolutely necessary, and then with judgment. Do not pinch, pull hair, box ears, or strike a child upon the head in any manner, and avoid the use of the ferule.

Pupils should not be allowed to lounge against the wall or the desk, or lean upon each other when called upon to stand, but should stand firmly upon both feet, and stand *alone.*

Make a programme of exercises as soon as possible, and follow it. Teachers should be guarded in their language, conduct, and appearance in the presence of pupils, who should be taught good morals and good manners, as well as to be neat and tidy.

Allow no tattling: it is a most pernicious habit.

Do not discourage a pupil by getting out of patience. Never try

to make a child understand anything when he is disheartened or has no interest in the subject. It is time thrown away.

Assign short lessons, and require prompt recitation. It is advisable to correct mistakes *when made*, in any recitation.

In reading, special care should be taken to see that the lesson is understood before reading, and no pupil should read until the verse has been first read by the teacher. If the pupil should fail to get the proper inflection, the verse should again be read by the teacher and the pupil made to repeat it. Never let them get in the habit of reading by spelling each word aloud, and then pronouncing. Do not try to have pupils in a reading class get "definitions," but rather let them spend the time in studying the reading lesson. Getting definitions is no part of learning to read, and is a source of perpetual dislike to the pupils and annoyance to the teacher.

Make writing a recitation, giving it your whole attention for the time assigned it.

If there be outline maps in the school, use them. They are valuable, not only for class recitation, but can be used with excellent effect in "whole-school" recitations, as they are called.

Look carefully after the welfare of the little ones, both in school and on the playground. Do not be too rigid with them. If they get tired and sleepy, either let them go out and play or lie down and sleep.

Avoid, as far as possible, the use of a chair or text-books in hearing recitations. Never fail to review the lesson of the preceding day. The reviews should be frequent and thorough.

A teacher should be full of energy, enthusiasm and *life*. Pupils catch the spirit of the teacher; and when the latter is wide awake, they are seldom listless.

Visit the patrons, and avoid all tendency to gossip about members of the district. You cannot be too careful what you say.

Listen kindly to all advice concerning the management of the school, but use caution in adopting it. Take *a good school journal*, and strive not only to advance the school, but to improve yourself.—*Michigan Teacher.*

If you have a bright thought, express it in the simplest language possible. A diamond should have a plain setting.

SCHOOL-ROOM ERRORS.

IT is easier to find faults than to mend them. The merest rustic may pick a flaw in the laws of Solon or Justinian and a person laying no claim to saintship may easily show up foibles and frailties in the lives of David and Solomon; and it shall be my *role*, on the present occasion, to portray, as best I may, some of the errors observed in the school-room. The illustrations have been drawn, in the main, from my own observation. They may be less racy than carefully selected anecdotes, but they possess, at least, the elements of truth and reality, and serve my turn.

First, then, *How many teachers instruct their pupils in the practice of deception?* The little mouse who lives in the wall behind the teacher's desk not unfrequently hears talk of this kind, just after opening exercises: "Children, I expect we will have visitors to-day; perhaps some members of the School Board will be here, and we must try and make a good impression, if possible. You may recite the same lessons to-day that we had on yesterday, except in reading; we will read the piece that we drilled on last week. And I shall expect you to have on your good behavior. If you can't walk straight for one day I'll see about it." Such lessons as this will be remembered and profited by through life. The dullest child at acquiring "book knowledge" will not fail to prove an expert under such tuition.

At the yearly examination of a graded school in Pennsylvania, a class in geography was called. A box was passed, containing slips of paper on which were written the names of the different States of the Union. The teacher explicitly announced that "if anyone in the audience doubted her veracity, they were at liberty to come forward, examine the papers and see that all was right." Each child was to draw from the box, and discuss whatever State he chanced to get. The class came off in triumph, not one failing to describe in detail his State. A lady visitor asked her son, as they went home, if Miss P——had been as particular with all their studies as she had been with geography. Then came the sequel. "Mother," said he, "don't you say anything about it, for we all promised never to tell;

but, you see, she gave each of us his State two weeks ago, and we've been practicing on them every day since; so no matter what State we drew out of the box, every fellow was to go on just as if he had drawn the one he had been practicing on." The soul of each child in that class had received a stain which his teacher will recognize in eternity.

Too much time is spent in preparing for special occasions. Earnest teachers must feel a degree of anxiety concerning the standing of their classes, and while they desire to conduct a genuine examination, may overdo the matter by way of preparing for it. Children, like older people, never do anything *well* unless they do it naturally; and my observation is that special preparation for an occasion usually has the same effect on the appearance of a school that a borrowed costume has upon the appearance of a person. Young ladies desiring photographs often place a higher estimate upon the *picture* than upon the *likeness*, and accordingly dress in an unnatural, not to say *fantastic*, style; and the effect, if not hideous, *is* ludicrous.

When daguerrotyping was quite new among us, a quaint lady went to get her likeness taken. The artist (?) seated her in the candidate's chair in a very uneasy position, then extending her fingers with his own, he placed her hands horizontally across her chest, one directly above the other, drew back her chin, stroked each rebellious hair into right file, then stepping behind her, said: "Now, miss, try to look *just as natural as you can.*" This is just what teachers often do with their schools when they are anxious that they should make a good appearance.

Many teachers fail to take sufficient interest in their pupils individually. Intermingled with total depravity are many amiable traits, many outcroppings of a kindlier and better nature. It is in these that we must sow the good seed, and they will not refuse to yield fruit to the waiting hand. It is not dangerous to love children. Human nature is pretty general, and we love those who love us. How quickly do we yield our own desires, and our own wills even, to those to whom we are united by the golden chain. I regard the sycophant with feelings of supreme contempt, but I feel that it is not beneath the dignity of the teacher to court the love of his pupils. "God so loved the world that He gave His Son," &c. Loved the world! Loved those who constantly rebel while they feed upon His

bounty. He is not afraid that His love will weaken His authority. He clothes the fields with flowers, illumines the midnight with the starry host, ladens the zephyr with rarest music, and showers His blessings all around us, to draw our hearts to Him before He lays the rod upon us. And we, learning from the open book of Nature, by our smiles and recognitions, by words of sympathy and words of cheer, may win over the hearts of those entrusted to us. "There is something in loving children, in caring for them, and in guiding them, that bestows upon the soul the most enriching of its experiences."

Teachers should cultivate a fine sense of justice. The strictest integrity should pervade all their intercourse with their pupils. This is no less imperative in administering discipline than in granting privileges and awarding honors. "A false balance is an abomination to the Lord, but a just weight is his delight." This is no less true in the moral than in the physical world. Teachers mould character; and while all our boys may not be future Presidents or Legislators, many of them certainly will be future Jurors, and will be called upon to decide between man and man. Children when very young have a fine discrimination between right and wrong, and it behooves us to be exact with them, more exact with ourselves, and to expect God to be more exact still.—*Mrs. W. L. Parkinson, in Kansas Educational Journal.*

Mayor Kelly, of Richmond, Va., has published a long and sensible letter in relation to the Catholics and the Public Schools, concluding as follows: "Wherever the zeal or piety or opportunity of the Church succeeds in erecting by the side of the public school a Catholic school of equal or approximate advantages, and the added grace of a moral training, let us avail ourselves of it and thank God for the privilege; but strike no blow at a system to which so many thousands are, and for a long period to come must necessarily be, confined in seeking the intellectual elevation of their children. Above all, let us scorn to whine about the petty tax which we cast into the general lot for the support of a system which the deliberate judgment of our brethren approves with such signal unanimity."

LITERATURE IN OUR HIGH SCHOOLS.

THIS department of study is one which is attracting the attention of our best educators throughout our State and country. That this *should* be a very important study cannot be doubted. Scientific works are intended to inform and sharpen the mind and are addressed to the judgment or reason of the pupils, while the theory or philosophy of taste is left in a great measure unstudied, and the student is allowed to leave the school-room without any knowledge of it whatever. The object of a literary work is to delight, refine and inspire the soul, and is therefore addressed to the imagination, emotions and æsthetic nature.

A study of literary work is not only important on this account, but we believe there is nothing which tends to give a pupil a more improved taste, a wider knowledge, a broader culture, an aptness to speak intelligently or illustrated forcibly. Those who have had experience with pupils of high grades, know that they lack these qualifications more than others, and that it is of the greatest importance that drill in these should continue throughout our whole educational curriculum. Many plans for the successful accomplishment of this end are being tried with greater or less success in many of our High Schools; after a careful study of these plans and having had some experience with classes in such a department, we venture a method of carrying the study successfully through our High Schools. The pupils should first be introduced to the writers and writings of our own country, and their attention should be called to the early circumstances which exerted an influence upon our literature, the reason why nearly a century and a half elapsed after the landing of the Pilgrim Fathers before any progress was made in this department; how, after the excitement of war and a sense of security from their savage foes was felt, American Literature was first developed in *theology*. After the Revolution, *oratory*, *history*, *poetry*, *translation*, *fiction*, *the essay*, *criticism*, *prose humor*, *travel*, *journalistic* literature, &c., each followed or developed according to certain conditions of the country and people; this with the biographies of a few of the most important movers of each department of literature would

deepen the interest and better prepare the pupil for the study of literature proper. And here we would say that teachers make a mistake when they require their pupils to learn the biographies of many authors whose relations with the world they do not yet understand, and memorizing prejudiced or partial criticisms of their works, as it gives them only an affectation of learning instead of that true knowledge which would enable them to judge for themselves. Had the time thus lost been spent in the careful study of some author's works the pupil would then be able to criticise the merits of an author intelligently, an accomplishment rarely attained by our pupils.

After a brief history of our literature has been successfully brought before the mind, and the pupil has received previous drill in expression, the construction of sentences, &c., he is ready for different work. Let him now be introduced to one of our standard modern prose writers; after learning such facts in his private life as influenced his public writings, place in his hand a selection from one of his works and require a thorough study of the same: his peculiarities of style, whether plain or elegant; concise or diffuse; the figures used, &c., and, last but not least, encourage the pupil to criticise; not that he is able at this stage of advancement to criticise correctly, but there is nothing which will so soon give a pupil correct ideas of excellence in writing, or as soon develop originality of thought. Aside from this it gives the teacher a better opportunity to correct false notions of style that are being developed in her pupil. Do not too quickly drop an author; require the pupil to carefully study different selections until he has obtained a good idea of the writer's style, encouraging him to read at his leisure some valuable work by the same author. A very important part of the work is reproduction, which should follow every step throughout the entire course. Here is a vast field for rapid advancement; here is an opportunity for the teacher *to draw from the pupil's mind* a requirement worth more to the student than all that we may be able *to put into his mind.*

Reproduction should be both oral and written; the oral criticised by the teacher in the class-room; the written manuscript carefully criticised by the teacher and returned to the pupil for his future examination and study.

The weekly rhetorical exercises which are carried on in most of our High Schools may become a great source of interest and culture

to the pupil if properly cared for, the declamations being selected from authors whose writings have been previously studied: the essay consisting of reproduction, criticism, &c., the exercise varied as the teacher sees fit. Many are the avenues for culture if we but earnestly set ourselves to work to find them.

From prose the attention of the pupil is called to poetry, the result of which is well expressed by Harriet Keeler, of Cleveland. She says: "Pictures and stories will accomplish much, but to show a child the melody and harmony of language we must use poems. It may be urged that children cannot appreciate poetry; but any child who has sat in the sunshine and heard the birds sing, and felt the wind blow and gained pleasure thereby, has within him the germs of poetic feeling. And, as in the child-ages of the world, the first literature of all nations was ballads, so the child finds in the ballad his first delight. There seems no reason why these lessons might not be carried up through the high grades, broadening and deepening until the simple story expands into an article; the few new expressions into a choice essay; the simple dialogue into the drama; the ballad into the complete poem." The study of poetry is not with a view of making poets; for one may study it all his life, but if nature has not constituted him a poet, his efforts are in vain. But a thorough study of this department of literature will produce better poetry, and a more correct ability to judge of its merits. The selection and committing to memory of choice extracts by the pupil is another valuable exercise, and one which, if carried on to any extent, will make him more careful in his reading, his mind will ever be upon the alert to find the most beautiful thought expressed; and here is another way in which the teacher may find the natural bent of the minds committed to her care. We have seen individuality so perfectly brought out in an exercise of this kind, that in a class of over thirty pupils the teacher was able to tell what extract many pupils would repeat from a given author, knowing to what works they had access. This exercise cannot be too frequent, for there is nothing which gives the teacher a better opportunity to check and mould the mind. Still, the teacher should aim to develop in every pupil that style of expression which will the most clearly show his own idea of the wonderful world in which he lives; she simply keeping him from errors into which he is liable to fall. Let not the

teacher exclaim, the work is too slow; that pupils have not the time during our short High School course for such extended study. We reply that the object is not that pupils shall obtain in the school-room a knowledge of many authors; it is simply beginning for his life-study. Ten or a dozen well selected American authors are all that are necessary to acquaint pupils with different styles of writings. We should keep in mind that "it is not how much, but how well" that is to tell.

We are working for an end beyond just now, if we are true to our calling.

The study of English Literature should follow that of our own country. We now find ourselves in a vast store-house from which we know not what to select. The study of English History taken in connection with English Literature will prove a great source of interest; in fact, it is necessary that these two studies should be taken together, in order that the pupil may understand the political causes which so greatly influenced English Literature. The plans laid down for the study of American Literature may be carried on here, differing only as the advancement of the pupil will allow. The writers chosen must be few, and their writings judiciously selected by the teacher. But by far the most important part of the work now should be the study of some of the writings of our great masters of thought.

"Read between the lines," is the motto Mr. Baldwin gave to the six contest debaters at Wabash, as he presented each with a copy of Shakespeare's complete works; and we know of no better advice for us, as teachers, to give those under our instruction. Better the study of one short work in this manner, than the careless reading of many.

If this study be carried on successfully in our High Schools, the good results will not only be seen in the school-room, but it will be felt at our firesides; broadening till a whole nation will feel its influence. The popular literature of the day, which has a tendency to poison the minds of the youths of our land, will be changed for that which will ennoble and enrich the mind.—*Miss Ella W. Crane, in Iowa School Journal.*

THE saddest mistake in life is that which a great soul finds it has made when it takes a little soul to its embrace and is stung by its bitterness.

SCHOOL-HOUSES AT THE VIENNA EXPOSITION.

AMONG the first objects of interest were the National school-houses, of which there were four, the Swedish, Austrian, Portuguese, and American. The Swedish edifice was truly a thing of beauty; it was entered for a prize, not as a school-house, but as a specimen of carpentry,—a trade in which, perhaps, the Swedes have no superiors. It was designed as a model rural school-room, and a dwelling under the same roof for the family of the teacher, and it is difficult to see how it could be improved, either as to respect to workmanship or design. The natural beauty of the wood, an admirable pine, was nowhere covered up by paint. I procured plans and views of this structure, and of the Austrian school-house, for insertion in my report to the Legislature. I wish I could convey to my readers an idea of the completeness and perfection of the fittings, apparatus, and appliances with which the Swedish school-room was supplied. They were the admiration of every spectator; they were observed and studied by school-men with intense interest; often I went and took my seat in the teacher's chair to enjoy the charming spectacle; and as Bishop Fraser said of one of our own schools, I often wished that by some magic power I could put this exquisite edifice, with its precious contents, under a glass case, and transport it to our shores, for the inspection of every lover of the common school. But what were those contents? The list would be too long for this article, and yet there was no crowded appearance. There were blackboards of the most perfect pattern and material; there were the best maps, mounted in the best way for beauty, use, and durability; there were charts for history, charts for reading, tablets illustrating natural history, beautiful cases filled with sets of specimens for teaching natural history, physical apparatus, herbariums, globes and geometrical forms, an ingenious reckoning machine, boys' muskets and uniforms for military drill; and in a small side-room an admirable folks' library for the inhabitants of the school district. The furniture for pupils consisted of single desks and seats made wholly of wood, the idea of which was carried from the Quincy School in Boston, to Sweden, more than twenty years

ago, by Silgistrom, a distinguished educator, who wrote an admirable book on American education.

The Austrian school-house was erected under the direction and at the expense of an association of gentlemen formed for the purpose. It was a substantial, comely structure, two stories high, built of brick and covered with mastic. On the lower floor was the dwelling for the schoolmaster, and a good-sized room containing a great variety of illustrative apparatus, such as weights and measures, sets of specimens of natural history, beautifully arranged, and miniature models of mechanical and agricultural utensils. Here, also, was a small room furnished with three or four desks for the occupancy of pupils who might be sent from the school-room for misconduct. On the second floor was the well-proportioned school-room, furnished with double desks, which, with all the other internal wood-work, were stained with a color resembling black walnut, yet so as to leave visible, to a certain extent, the grain of the wood, thus producing a very pleasing effect. Foot-rests were provided for the pupils, an improvement which I observed also in the newer school-houses in the various German cities. Besides excellent wardrobes, there was adjacent to the school-room a commodious apartment for the use of the girls while engaged with their needle-work.

Near the school-house was a one-story building, seventy or eighty feet long, one end of which was divided into apartments for the schoolmaster's cow, pig, and poultry, and for storing fuel; the other end was devoted to a gymnasium for use in the winter season and during inclement weather, and for a boys' workshop, which was supplied with a variety of tools for different kinds of wood-work. Near this building was an apiary furnished with several hives of "busy bees," which were probably intended as an appropriate example of industry for the pupils, and at the same time as a means of increasing the revenue of the schoolmaster. Various appropriate mottoes were handsomely inscribed both upon the outside and inside of the school-house and gymnasium. The grounds about the building, comprising perhaps half an acre, were handsomely laid out, the part in front of the gymnasium being appropriated to gymnastic exercises and play, while the rest was mostly devoted to the purposes of a miniature botanical garden and experimental farm and forestry. The ruling idea in designing this establishment was to show how to com-

bine good taste and convenience with the strictest *economy* in building a rural school-house; and from this point of view it was certainly a marvellous success, and well deserving of a high honor.

The Portuguese school-house was very different from those described, and not at all equal to them; and yet it was highly creditable to the Portuguese nation.

In the American school-house our country gained no laurels; there was not the first sign of anything which could be called taste about it either within or without. A German pedagogist on inspecting it would not be long in concluding that the edifice with its fittings and furnishings was the product of minds which had not yet quite exhausted the whole subject of education. When the job was finished by the contractor and turned over to the commissioner, he felt at once that he had an elephant on his hands. It would be assumed of course by visitors that it was the embodiment of the American idea of a model school-house. This would never do while such a thing as the admirable Swedish school-house stood within a few rods. What was to be done? After much puzzlement, it was finally decided to put up a sign to tell all the world that this was not the best thing we could do in the way of building a school-house. But how should the announcement be worded? Here was a problem to exercise Yankee ingenuity. Finally it was determined to christen it the "*American* RURAL *School-house.*" So the important information was pasted over the door on a tablet, which looked as if it had been gotten up by robbing some American school-house of the most rural type of its oblong wooden blackboard, and chalking upon it in Roman capitals the important words.

In external appearance it had a general resemblance to some of the district school-houses of a somewhat modern date which one might find in some of the most educationally backward country-towns of Massachusetts. It was clapboarded and painted a light gray color. It contained a school-room, a smaller apartment, and two entries. To its credit it should be said that the school-room was of fair size and proportion; and I believe this is the only thing that can be said with truth in its favor. It was badly lighted, having windows on the three sides instead of one, or at most two; the windows were absurdly narrow; to show that we Americans do not forget ventilation, two very diminutive iron ventilation registers were

placed in the wall, one at the top and the other at the bottom, which reminded me of a rural school-house in a New England State of which I knew, the ventilation of which was attempted by means of an inch-and-half lead pipe, leading from the ceiling to the roof. These registers opened into *no ventiduct*, although there was a dummy ventilating cap on the ridge-pole of the building. The walls and ceiling were covered with canvas instead of plaster, and this was papered with a somewhat showy wall paper; portions of this paper on the wall being painted black to represent blackboards. Some maps and charts were hung on the walls without regard to system or completeness, and some miscellaneous school-books were scattered about on the table and desks. The platform was covered with a Brussels carpet, which was not remarkably congruous with the notion of a rural school. The rest of the description of this school-room would consist mainly of an enumeration of the desirable things which it did not contain. Owing to its favorable location and the remarkable sign over the door, it naturally had many visitors, but it is doubtful whether it will be much copied either at home or abroad.—*J. D. Philbrick, in Mass. Teacher.*

PROFESSOR AGASSIZ.

ONE of the greatest lights of science, in this or any other age, has been extinguished by the relentless hand of Death, which spares no life; Louis John Rudolph Agassiz died about 10 o'clock on Sunday evening, Dec. 14th, at his residence in Cambridge.

He was born on the 28th of May, 1807, in the parish of Mottier, which is in the Canton of Freyburg, Switzerland. Though Swiss by birth, the great naturalist was French by blood. The family belonged to that singularly able body of men, the Huguenots of France.

Six generations of the family of Agassiz were headed by clergymen in regular succession, and we have seen it stated that the future Professor was intended for the church. Be that as it may, he was

well educated, under his mother's supervision—and she was a Swiss woman of a high order of intellect—Rose Mayer by name, daughter of a physician of the Canton de Vaud. He was sent to the gymnasium of Bienne, in the Canton of Berne, at the age of eleven, where he remained four years, when he entered the College of Lausanne, remaining there two years. His attention was first drawn to natural science during the vacations he spent at Orbe, at the base of the Jura, where his father then resided; and the person who had the honor of leading him in the way he was destined so brilliantly to take and to follow, was a clergyman, named Firay. Plants were the earliest objects of his attention. At seventeen he resolved to study medicine, and he entered the medical school at Zurich, where he continued for two years. Thence he went to the University of Heidelberg, where he studied anatomy, physiology, zoology and botany, under Tiedmann, Luckhart and Bischoff. In 1827 he entered the University of Munich, and remained there four years.

In the latter part of 1846 Professor Agassiz came to the United States on invitation from John A. Lowell, to lecture in Boston, and to study the natural history and geology of the country, in fulfilment of a suggestion made by his friend Humbolt to the King of Prussia. His first course of Lowell Lectures was on the animal kingdom, and was followed by a course on glaciers. He then visited other parts of the United States, and in the summer of 1847 Professor Bache, Superintendent of the United States Coast Survey, placed the reports of that service at his command, and he made much use of the aid thus afforded him to prosecute his great studies. He made journeys to various sections of the country, and continued to deliver lectures in various cities.

In 1848 he became Professor of zoology and geology in the Scientific School founded by Mr. Abbott Lawrence at Cambridge. In 1858 Mr. Francis C. Gray of Boston died, leaving a bequest of $50,000 to establish a Museum of Comparative Zoology. The money was given to Harvard College for the creation of the Museum in connection with that institution by his nephew and executor, Mr. William Gray. In 1859 the State gave the Museum $100,000, and during the same year $71,125 was raised by private subscription in Boston. On the 14th of June, 1859, the corner stone of the building was laid. Prof. Agassiz's plan contemplated the erection of a main

building 364 feet long by 64 wide, with two wings 205 feet by 64; but to meet the present needs of the Museum it was determined to erect only two-fifths of the north wing. In December, 1859, Prof. Agassiz moved into the completed portion of the building all his collections.

Only four-fifths of the north wing of the building is yet completed, but that is as much as Prof. Agassiz ever expected to see done during his lifetime. He laid the foundations broad and deep, and others can easily follow in the way he has marked out.

In the early part of his career in this country Professor Agassiz married a daughter of the late Thomas G. Cary, a grand-daughter of the late Thos. Handyside Perkins of Boston, who has shared in all his labors and travels, keeping daily record of discoveries and events. Of his children a son inherits the tastes of his father, and has been associated with him in his professional labors of late. Those who have looked upon the sturdy form and fresh complexion of Agassiz in recent years, will be surprised at the suddenness of his death. But, always prone to over-exertion, he has been more than once threatened with fatal results, and interdicted by his physicians from all labor. He lived, however, to do the work of his life and to enjoy a foretaste of his lasting fame among those whom he had chosen to be his countrymen.

The name and fame of Agassiz are more widely known and felt than those of almost any other man; and it is just that they should be so, for no man has done so much to popularize science, and yet without in the least lessening its dignity. He was, in the broadest sense of the term, a great man—great in his intellect, great in his learning, great in the variety and vastness of his labors, and great in his perseverance under all circumstances. He was, too, a good man, for he is the good man who best devotes his time and his talents to "the glory of God and the improvement of man's estate."

Solomon says: "It is the glory of a man to pass by an offense." Some one almost as wise as Solomon says: "Revengeful persons live and die like witches; their life is mischievous and their end is unfortunate. In taking revenge a man is but even with his enemy, but in passing it over he is superior; for it is a prince's part to pardon."

SUPERINTENDENT JOHNSON'S REPORT.

BY the kindness of our Superintendent we furnish our readers with two tables from his Annual Report. Careful study of these tables will show the advance or retrogression that the State has made during the past ten years as well as the past year. We hail with pleasure the increase in the length of schools and teachers' wages, although the latter could be increased still more and to better advantage to all interested.

COMPARATIVE STATEMENT.

	1873.	*1863.*	*1879.*
Whole number of scholars between four and twenty-one	225,179	234,775	226,751
Number registered in Summer Schools	116,750	141,168	118,222
Average attendance	92,526	99,360	92,750
Number registered in Winter Schools	128,134	150,247	126,311
Average attendance	103,548	130,359	102,443
Per centage of average attendance to whole number	.49	.49	.49
Average length of Summer Schools in weeks and days, 5½ days per week	9w. 4d.	10w. 3d.	9w. 2d.
Average length of Winter Schools in weeks and days, 5½ days per week	10w. 3d.	10w. 9d.	10w.
Average length of schools for the year	20w. 2d.	21w. 2d.	19w. 2d.
Number of districts	3,967	4,059	3,861
Number of parts of districts	347	401	310
Number of School Houses	4,083	3,827	3,868
Number of School Houses in good condition	2,397	.....	2,279
Number of School Houses built last year	122	75	121
Cost of the same	$153,605	$77,003	$131,799
Estimated value of all School Property	2,939,236	.....	2,644,264
Number of Male Teachers employed in Summer	140	116	145
Number of Male Teachers employed in Winter	1,904	2,203	1,870
Number of Female Teachers employed in Summer	4,094	4,059	3,959
Number of Female Teachers employed in Winter	1,327	1,812	2,213
Number of Teachers graduates of Normal Schools	284	.....	270
Average wages of Male Teachers per month, excluding board	$34 28	$24 10	$33 17
Average wages of Female Teachers per week, excluding board	3 79	1 94	3 60
Average cost of Teachers' board per week	2 31	1 46	2 32
Amount of school money voted	625,618	416,631	717,719
Excess above amount required by law	149,953	39,171	232,406
Amount raised per scholar	2 69	1 76	2 87
Total amount received from State Treasury from April 1, 1872, to April 1, 1873	229,272	.....	15,537
Amount derived from local funds	17,409	15,075	14,408
Total amount actually expended for public schools from April 1, 1872, to April 1, 1873	784,731	.....	.....
Amount paid for tuition in private schools, academies, or colleges in the State	52,869	.....	55,425
Amount paid for the same out of the State	11,249	.....	7,995
Amount expended for repairs, fuel, insurance, &c	93,897	43,181	76,841
Amount expended to prolong schools	12,687	9,136	13,164
Amount paid for school supervision	25,945	12,710	24,189
Per centage of average attendance to scholars registered	.80	.....	.08
Per centage of average attendance to Summer Schools	.79	.....	.78
Per centage of average attendance to Winter Schools	.81	.....	.81
Aggregate amount expended for Schools	$1,147,242	.....	$906,686
Amount of School Fund	319,273	161,250	312,975

COMPARATIVE TABLE.

	1873.	1879.	Increase.
Whole number of scholars between four and twenty-one.	225,179	226,751	dec. 1,572
Number registered in Summer Schools	116,750	118,222	dec. 1,472
Average attendance	92,526	92,750	dec. 224
Number registered in Winter Schools	128,134	126,311	1,823
Average attendance	103,548	102,443	1,105
Per centage of average attendance to whole number	.49	.49	
Average length of Summer Schools in weeks and days, 5½ days per week	9w. 4d.	9w. 2d.	2d.
Average length of Winter Schools in weeks and days, 5½ days per week	10w. 3d.	10w.	3d.
Average length of schools for the year	20w. 2d.	19w. 2d.	1w.
Number of districts	3,967	3,861	106
Number of parts of districts	347	310	37
Number of School Houses	4,083	3,868	215
Number of School Houses in good condition	2,397	2,279	118
Number of School Houses built last year	122	121	1
Cost of the same	$153,695	$131,799	$21,896
Number of Male Teachers employed in Summer	140	145	dec. 5
Number of Male Teachers employed in Winter	1,904	1,870	34
Number of Female Teachers employed in Summer	4,094	3,959	135
Number of Female Teachers employed in Winter	2,327	2,213	114
Average wages of Male Teachers per month, excluding board	$34 28	$33 17	$1 11
Average wages of Female Teachers per week, excluding board	3 79	3 60	.19
Average cost of Teachers' board per week	2 31	2 32	dec. .01
Amount of school money voted	625,618	717,719	dec $92,101
Amount raised per scholar	2 69	2 87	dec. .18
Amount drawn from State fund	229,272	15,537	$113,735
Amount drawn from local funds	17,409	14,408	3,001
Total amount actually expended for public schools from April 1, 1872, to April 1, 1873	784,731	991,607	
Amount paid for tuition in private schools, academies, or colleges in the State	52,869	55,425	dec. 2,556
Amount paid for the same out of the State	11,249	7,995	3,254
Amount expended for repairs, fuel, insurance, &c.	93,897	76,841	17,056
Amount expended to prolong schools	12,687	13,164	dec. 477
Amount paid for school supervision	25,943	24,139	1,804
Aggregate amount paid for schools	975,047	991,607	dec. 16,560

A HINT to teachers worth remembering is given by the *Minnesota Teacher*, thus: "We occasionally hear teachers complain that they can find no time for certain general school exercises, such as language lesson, lessons in natural science, singing, &c., &c. Their pupils are backward, and must spend their time upon the ordinary lessons of the text-books. So they work on conscientiously, patiently, and wonder that they do not, after all, witness a really rapid and satisfactorily thorough progress in their school. They wonder, too, that their neighbor has taken a more backward school, given lessons in language, lessons upon plants, animals and inorganic things, and, to crown all, brought about a good understanding of arithmetic, geography, reading and writing. It was the spirit which led the successful teacher to adopt language lessons, object lessons and composition writing, which found its way into her pupils and bore down all obstacles."

Educational Intelligence.

MAINE.

We have been glad to see at the High School the past week, Mr. Loren S. Berry of the Brunswick High School, and Mr. Isaac Dennett of the Castine High School.

Mr. E. W. Wright, formerly of the North Bridgton Academy, is now principal of Partridge Academy, in Duxbury, Mass.

Miss Hattie Joy has resigned her position as assistant teacher in the High School in Ellsworth, and accepted a situation as a teacher in one of the public schools in Waterville.

Miss Sarah Wilson has resigned her position as teacher in the Centre Grammar School, Portland, and has accepted a teacher's position in San Francisco.

The Turner schools are being taught almost exclusively by females. Of more than twenty teachers, but four are of the sterner six. Of the fifty-six teachers in Lewiston, fifty-four are women.

The Little Blue School at Farmington has been placed in the hands of Prof. A. Kelsey and Col. N. C. Goodenow; Mr. A. G. Blethen, who has been its Principal for the last five years, having concluded to retire from the profession of teaching altogether.

Reports have been made by the Governor's Council in favor of ninety towns and nineteen school districts which have maintained Free High Schools under the act of the last Legislature, and warrants have been drawn in their favor for $23,792,28.

The Auburn High School, as we learn, gave a levee and promenade con- in Auburn Hall on Monday evening, December 22d. The funds arising from the entertainment are to be used in the purchase of a classical library for the use of the school. The young ladies of the school are also intending to issue a paper known as "The Library."

The new Free High School building in Fairfield was recently dedicated with appropriate ceremonies. The building is 65x45, with wings on each side for entries and stairways, two and a half stories high, neatly finished, both outside and inside, the inside being of ash. It has rooms for three schools, and recitation rooms adjoining each of these. These rooms are provided with very comfortable chairs and desks. A hall through each story provides good ventilation, and a furnace warms the building throughout. The total cost will be from eight to ten thousand dollars.

THE STATE COLLEGE.—The annual meeting of the Trustees of the State Agricultural College was held in Skowhegan. The Trustees have called to the chair of Chemistry, Prof. Oberton, a graduate of Cornell University, who has very high testimonials of eminent qualifications for the position. All the Professorships are now full. There has been a larger number of donations than ever before to the library, museum, and farm; a large number of agricultural implements of the most approved patterns have been given. Among the items, greatly appreciated, is the gift of 350 volumes for the library from a Hallowell lady. There are now 100 students at the institution, which is in a very flourishing condition.

MISCELLANEOUS.

The School Board of Boston will ask the courts whether it is legal for women to serve in it. Four women have been elected members.

Prof. John Bascom, for a long time Professor of Rhetoric and English Literature at Williams College, has resigned that position, and accepted the Presidency of Madison University, Wisconsin.

The Principal of the Norwich, Conn., Academy recently stated to the school that those who wished to attend the dancing school must leave the Academy. He considers the two inconsistent with each other.

The new chapel of Rutgers College has just been dedicated at New Brunswick, N. J. It is a very handsome and imposing structure, and cost about $55,000.

Mr. John A. Cleaveland, son of the late Prof. Cleaveland of Bowdoin College, died at Newton at the age of 54 years. Mr. Cleaveland was a graduate of Bowdoin, of the class of 1840, and for the past ten years has been employed in the United States Treasury in Boston.

The catalogue of the Vermont University shows a total of 94 undergraduates, 18 seniors, 16 juniors, 21 sophomores, 30 freshmen, and 9 laboratory students. Six of the sophomores and five of the "freshmen" are women. Middlebury College has 18 seniors, 10 juniors, 19 sophomores, and 12 freshmen.

Mr. Larkin Dunton, Principal of the Girls' Normal School in Boston, was unanimously elected Superintendent of Schools, Cambridge, Mass., and his salary put at $4000 a year. Mr. Dunton is an experienced teacher and will undoubtedly make an efficient officer if he accepts the position, which it is understood he will do, and none see and appreciate his success more than his many friends in Maine.

The last annual report of the Bureau of Education shows that $9.957,494 were given for educational purposes in 1872. In Connecticut, Trinity College received benefactions to the amount of $65.000, Wesleyan University, $7,750, and Yale College, $190,284. In Massachusetts, Amherst College received

$32,100; Harvard University, $158,075; Mount Holyoke Seminary, $8,500; Tufts College, $86,000, and Williams College, $13,635. In New York, Cornell University received $185,000; Ingham University, $8,500; Madison University, $80,000; St. Lawrence University, $15,960; Union College, $97,500; Vassar College, $6,000, and Wells College for Women, $100,000. In New Jersey, the College of New Jersey received $386,000, and Rutgers College, $78,607.

In the Eastern and Middle States, $1,767,800 were devoted to the construction of new College buildings, and $363,000 for the same purpose in the Western and Southern States. Twenty-seven Colleges during the same time added new departments, showing that the advance in intellectual equipment keeps pace with architectural accommodations. The twenty-seven new departments embrace law, medicine, journalism, meteorology, telegraphy, chemistry, and theology. Twenty-six Colleges have added thirty-two new professorships.

There are other indications of progress peculiar to the times. Thus, it appears that of the 4493 degrees conferred in course during the year 1873, embracing thirty-five different kinds, one hundred and ninety-one were conferred upon ladies, who are called, in different institutions, "Mistresses," "Maids" and "Sisters" of Arts, and "Mistresses" of English Literature. The West would seem to be ahead of the East in this particular line of educational progress, for we observe that Illinois has thirteen colleges in which women have the same, or equal, facilities with men, Ohio has ten, and Indiana nine, while New York and Pennsylvania each has seven. The statistics indicate that the standard of college education, though differing exceedingly in various sections of the Union, is everywhere advancing in the amount of attainments acquired and the thoroughness of study and discipline. The whole record, therefore, is highly encouraging to those who have at heart the true development and success of this nation.

Sybil Jones, wife of Eli Jones, and for forty years a favorite preacher of the Society of Friends, died recently at her residence in China, Maine. In the year 1851, having visited and addressed a large portion of the society in the United States and Canada, she, in company with her husband, also a distinguished preacher, visited the new Republic of Liberia in the love of the gospel. And from 1853 to 1855 they traveled in the same service through England, Ireland, Scotland, Norway, Sweden, the south of France and Switzerland, and were everywhere well received. In the year 1866 they again visited England and Ireland, and made thence two missionary tours to Egypt and the Holy Land. The important feature of these missions was the presentment of Christianity by a woman to Mohammedan women, from the Quaker standpoint of Christian equality of the sex in social life, religion, and the ministry of the word. She was listened to with great attention, and schools in which her views are being taught are now in successful operation in those countries. In her later life she was largely engaged in visiting prisons and in presenting the gospel to the unfortunate and friendless.

Book Table.

OUR EXCHANGES.

THE NEW YORK SCHOOL JOURNAL has taken to itself a new suit, and not only appears fresh and inviting, but is also well filled with good selections and sharp, spicy original matter.

THE WISCONSIN JOURNAL OF EDUCATION will change editors with the next number. The retiring Editor, Prof. Fallows, has made a live journal. Prof. Edward Searing, who takes the place of Prof. Fallows, is well-known as the author of *Searing's Virgil*, and will continue the high tone of the Journal.

THE MINNESOTA TEACHER with the November number enters upon its eighth volume. Prof. George M. Gage is the Editor, and he is well-known in Maine as able to make a good Journal.

THE MASSACHUSETTS TEACHER can see that it is well appreciated by the use we make of its articles. We have long been a reader of that standard magazine, and rejoice at its prosperity.

THE SCHOOL FESTIVAL. No. XIV. of this little Quarterly Magazine, devoted to new and sparkling original matter for Day and Sunday School and Temperance Exhibitions, is received. No teacher or pupil should be without it. It costs only 75 cents a year; single or sample copies, 20 cents. Send for it to Hutchins & Horton, East Boston, Mass., or to us as per our club list.

YOUTH'S COMPANION. This old and favorite companion of the young folks still keeps its position in the front rank of publications of its class, and age does not diminish but rather strengthens the vigor of its earlier days. Its contents are principally original, the stories, adventures, &c., coming from the pens of some of our best writers. Published weekly at $1.50 a year by Perry Mason & Co., Boston Mass.

THE ILLUSTRATED CHRISTIAN WEEKLY begins the new year with cheerful promise for the future, and as it has kept a cheerful face in the past, we doubt not it will be a most welcome visitor in the households which are fortunate enough to secure it for 1874. It comes this first week in the new year with a beautiful picture of a Shepherd and his Flock, 12x16 inches, printed on fine tinted paper. It is published by the American Tract Society, New York, at $2.00 per year.

The AMERICAN ARTISAN, which has hitherto been a weekly publication, has changed its form to that of a monthly, and will hereafter regularly appear as such. In appearance, the magazine is a credit to American literature; the typography is excellent, and the engravings executed in the high-

est style of the art. The literary character of the AMERICAN ARTISAN appears to be commensurate with its typographical excellence. We notice an able contribution from Prof. Sweet of Cornell University, on "Tools of Accuracy," which is not only illustrated by some very fine engravings, but which discusses subjects of great importance to all mechanical engineers. Nearly every department in it contains finely executed illustrations. This monthly is a valuable addition to American Magazine literature. Its subscription price is $2.00 per annum. The publishers are Messrs. Brown & Allen, No. 258 Broadway, New York.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

HARPER'S for January, as usual, is the first on hand, and the first to be read. It sustains its past reputation, and we have the following table of contents:

Rambles in Martinique, with twenty-two illustrations; The Gift of the Gold Cup; Dies Natalis Christi, by R. H. Stoddard, with two illustrations; South-Coast Saunterings in England, (Dorset III.) by M. D. Conway, with nine illustrations; Vagrant Pansies, with illustration; My Mother and I: A Love Story for Girls, by the author of "John Halifax, Gentleman," with three illustrations; The Alpine Maiden; The Knights of the Red Shield, by Junius Henri Browne, with fourteen illustrations; Improvisations IX., by Bayard Taylor; Washington News, with thirteen illustrations; The Living Link, by Prof. James De Mille, with three illustrations; Recollections of an Old Stager; The Sleep Walker; The New South; Its Agricultural Aspects, by Edwin de Leon; A Little Sensation Drama, by Justin McCarthy; Ashantee and the Ashantees; and the usual editorial departments.

ECLECTIC MAGAZINE. The January number of the ECLECTIC is at hand, and gives a brilliant start to the new volumes for 1874. The steel engravings of this magazine are always among its most generally prized features, but the one in the present number is exceptionally attractive. It is called "Household Treasures," is beautifully designed and engraved. Of the literary contents of the magazine we can always speak well, for the Editor's gleaning over the wide field of European literature enables him to maintain a uniformity of merit and a variety of subject such as could hardly be equaled by any other method. The Editorial Departments give fresh and copious information about literary, scientific, and art matters, together with choice readings from new books and foreign periodicals. No magazine is more *instructive* than the ECLECTIC, and the publisher is justified in saying that it should be in the hands of every man who would keep up with the intellectual progress of the time.

The January number of LIPPINCOTT'S MAGAZINE commences a new volume of that popular and entertaining monthly, and is replete with interest-

ing and instructive articles which will doubtless please all connoisseurs of magazine literature. It contains, among a large number of excellent articles, the continuation of "A New Hyperion," the interest of which is unabated, and which is universally admitted by the press to be one of the most delightful and eccentric descriptions of European travel that has lately been submitted to the public. It is handsomely illustrated by Dorè in the peculiar style characteristic of that artist. Also, an illustrated and highly entertaining article is presented, describing the "Trianon Palaces of Versailles." This is an unusually brilliant number of LIPPINCOTT'S MAGAZINE, which is now winning its way to public favor as one of the most attractive of the periodicals. Every arrangement has been made for the new volume that is conducive to rendering it a compendium of all that is most pleasing to magazine readers. A powerful new serial, "Malcolm," by George MacDonald, will be begun in the February number.

"OLD AND NEW" begins its ninth volume with a strong and spirited number, well illustrating the double field, which is the peculiarity of this magazine,—Literature and Sociological Improvement. A new story, called "The Way we Live Now," by Anthony Trollope, is begun in this number. A sprightly three-part story of Washington society is also begun. But better than any of these is Mr. Hale's very humorous short story of "A Civil Servant,"—a ludicrous picture of the life and experience of Mr. John Sapp, a professional office-holder. Mr. Hale in his introduction has stated very ably what the American diplomatic precedents prove about the "Virginius" case. There is a good history of the Boston Tea Party of 1773, a hundred years ago; the second of Mr. Tyrwhitt's charming art-papers; one of Miss Hinckley's graphic sketches of "Country Sights and Sounds;" a careful and instructive notice of John Stuart Mill, and his Autobiography; the poems are some curious rhymed maxims from the Elder Edda, versified by Myron B. Benton; some sweet and thoughtful reminiscences by T. G. A.; and a string of jolly verses in Mr. Tyrwhitt's papers.

Probably the January number of the ATLANTIC MONTHLY has been awaited with more interest than any of its predecessors. It has been thought in some quarters a hazardous experiment to transplant an institution which was so essentially of Boston, Bostonian. But we are quite sure that the readers of the old Atlantic will find that none of its familiar features are wanting, in the new issue from the Riverside Press. The magazine has put on a new and very handsome dress of type, and with it a new lease of life, but change beyond this there is none. The most noteworthy series of papers in the Atlantic of 1874—invested with a peculiar and tender interest now as being the last work of an honored and useful life—are those on Evolution and Permanence of Type, by the late Prof. Agassiz. The opening paper of the series is given in this number; and we are glad to have the authority of the publishers for saying that Prof. Agassiz's papers have been left in such a condition that the remainder of them may be looked for in the Atlantic. The editorial departments are able and interesting, as usual.

The POPULAR SCIENCE MONTHLY for January has the following attractive list of papers: Concerning Serpents, by Elias Lewis, Jr. (illustrated); The Theory of Molecules, by Prof. Clark Maxwell; Past and Future of a Constellation, by Camille Flammarion (illustrated); Replies to criticisms, by Henry Spencer; Quicker than Lightning (illustrated); The Emotional Language of the Future; Genesis, Geology, and Evolution, by Rev. George Henslow; Growth and Decay of Mind, by Richard A. Proctor; An Episode on Rats (illustrated); The Primary Concepts of Modern Physical Science, IV., Inertia and Force, by J. B. Stallo; Sketch of Dr. J. W. Draper (portrait); and the usual editorial departments.

LITTELL'S LIVING AGE for 1874. This publication is issued weekly and has *three and a quarter thousand large pages* of reading matter a year. Among the eminent authors lately represented in its pages are Prof. Max Muller, Prof. Tyndall, Prof. Huxley, Lord Lytton (Bulwer), Fritz Reuter, the popular German novelist, M. M. Erckmann-Chatrian, the distinguished French writers, Ivan Turguenieff, the eminent Russian author, Mrs. Oliphant, Dr. W. B. Carpenter, Miss Thackeray, Charles Kingsley, Prof. R. A. Proctor, Miss Muloch, Matthew Arnold, Jean Ingelow, George MacDonald, Froude, Gladstone, and many others.

THOMPSON'S DRAWING TEACHER is the title of a new journal, devoted to drawing, penmanship and primary instruction, published at Sandusky, Ohio, by L. S. Thompson. The subject of drawing is receiving increased attention throughout the country, and as our manufacturing interests increase, and skilled artisans become more and more in demand, this subject will assume still higher importance. The Drawing Teacher is intended to be a practical as well as theoretical aid to hasten the time when drawing shall be taught in every school. For this purpose, sixteen drawing lessons are given in every number, all closely graded.—Combined with these, will be eighty lessons in primary arithmetic, eighty in writing, and eighty in reading. Ten monthly numbers will be issued (omitting July and August) for $1.25 a year.

THE SAINT NICHOLAS, Messrs. Scribner & Co.'s new juvenile magazine, is as full as it can well be of articles that will win the enthusiasm of its young readers. It offers nearly forty wood cuts—most of them of a high order of merit—and thirty-two contrtibuted or editorial articles.

OLIVER OPTIC'S MAGAZINE. This favorite monthly commences the new year very much enlarged and improved, yet still under the editorial control of Oliver Optic. With a laudable desire to retain their old subscribers as they grow up, the publishers are adding new features in stories and articles for old as well as young.

THE SCIENCE OF HEALTH for January is the first number of the fourth volume. This independent magazine is devoted to the best interests of the people; namely, their HEALTH.

THE INTERNATIONAL REVIEW is a new candidate for public favor. It is intended to occupy a place between the Monthlies and Quarterlies, and its object will be the sifting treatment of great questions of our age and country; literary, scientific, national, and religious. The table of contents for January does not belie its object.

WOOD'S HOUSEHOLD MAGAZINE for January, contains a supply of first-rate articles. It is now in its fourteenth volume and every year has increased its popularity and added new friends to its large list of admirers.

QUERY BOX.

What *does* Mr. Woodbridge mean by F. and C. L. in his article in the December number of the JOURNAL, page 436?

[We admit that we read the proof, and also that the proof-reader called our attention to the above, but we were unable to make it plainer and had not time to send to the Professor. The Professor will tell us in the February number, we think. EDITOR.]

BATESON'S ARITHMETICAL CARDS AND GAMES are good. One pack, with book of instruction, will be sent postpaid, to any address, on receipt of fifty cents. All letters should be addressed to P. H. Bateson, Publisher (Drawer 90), Toledo, Ohio.

We have received from Edward A. Jenks, State printer at Concord, two excellent specimens of the "School Register" blanks, used by the educational authorities of New Hampshire, to obtain full information in regard to the Schools of that State. They are accompanied by an order from the State Superintendent Simonds, which shows that thorough work is intended.

AYER'S AMERICAN ALMANAC is now ready for delivery gratis, by all druggists, to all who call for it. Among the problems of high science which the Doctor presents in it, is the startling assertion that the friction of the tides upon its surface, retards the earth's revolution upon its axis, or holds it back with a force of 6000 millions of horse powers. Hence it is easy to see that without some counter-force, the globe must rotate slower and slower, until its revolutions wholly cease. Then with perpetual night on one side, and a degree of cold far below any now known, we should have on the other a "fervent heat" from the sun, which would melt the rocks and make the mountains run like water. But we need feel no alarm. He shows a counter poise which nearly balances this resistance, and will maintain, substantially, the present mundane condition, through ages upon ages yet to come.

OUR CLUB LIST may be found on last page of advertisements.

THE MAINE

JOURNAL OF EDUCATION.

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WHAT LEGISLATION NEXT?

THE Legislature has met and begun its work. What will be, and what should be, its educational action? What that action will be remains to be seen; what it ought to be, every intelligent educator whose outlook has covered the field of educational needs, is probably agreed. Indeed, if the oneness of sentiment prevailing among the educators who met in convention at Waterville in November, who represented all departments of educational work in all parts of the State, and among whom the question of Legislative action was a prominent one, is to be taken as indicative of the general sentiment of educators, their unity of sentiment is certain and decided. After thorough discussion, the sentiment of that convention was enunciated in the following:

RESOLVED, That it is the sense of this convention that an efficient system of county or district supervision is indispensable to the successful working of the schools of this State.

The educational sentiment, then, seems agreed that more efficient supervision is the pressing need of the present. What form shall such supervision take in order best to subserve its purposes, and to render it so effective for good that it shall take hold upon popular favor, and become a permanent element in our system of public instruction?

In the Legislature of last year this measure was one that assumed considerable prominence. Bills for its establishment were reported from the Educational Committee of that body, discussed and recommitted again and again; thus showing that the measure was one of such importance, and resting upon such a basis of common sense and of need, that its opponents hardly dared to take the responsibility of a fair, square defeat of it. Finally, near the close of the session, a bill was reported and referred to the present Legislature, whose general features would seem to be such as to make of county supervision what it has never yet been, an agency so powerful for good that, once established, it cannot be easily overturned at the behests of ignorance and demagogism. The following is a copy of that bill:

AN ACT to increase the efficiency of the Public Schools.

SECTION 1. There shall be one person elected in each county in this State, who shall be styled the Commissioner of Schools; commissioners of schools shall be elected and notified, their elections determined and vacancies filled; and they shall enter upon the discharge of their duties at the time, and hold their offices for the term of three years, as is provided respecting county commissioners by chapter seventy-eight of the revised statutes.

SECT. 2. Each commissioner shall, with the help of one or more of the other commissioners, hold two Normal Institutes in his county each year. These institutes shall continue, each, at least three weeks. Classes shall be formed, and instruction given by the commissioners in charge, in the various elementary branches of learning taught in the public-schools, and also in the theory and practice of teaching, in order that the members of the institutes, by thorough drill in a working, model school, may be better prepared to teach.

SECT. 3. Each commissioner shall visit, twice in each term, every high school in his county supported in part by money from the State, and in connection with the Superintending School Committee having such school in charge, shall examine the school, as to its attainments and work, and shall make report to the State Superintendent of Common Schools, of the character of the work done in such school and whether such school has complied with the conditions of the law providing State aid for such school.

SECT. 4. Each commissioner shall call a convention of the Superintending School Committees of the towns in the county, to meet once in each year and to continue in session for two days. At such meeting the methods of town supervision shall be discussed in order that more efficient methods of examination and inspection of the public-schools may be agreed upon; committees in attendance at such county conventions shall be entitled to the same pay from their towns as is now provided for other service of said committee.

SECT. 5. At such county convention, there shall be elected by ballot, four persons, who with the county commissioners, shall constitute a county board of examiners.

SECT. 6. The County Board of Examiners shall hold annually in each county, four meetings, of two days each, two of which shall be in connection with the Normal Institute provided in section two. At such meetings all teachers presenting themselves for examination shall be examined by writing in such studies as the examining board may determine in accordance with the laws of the State. The examining board shall after careful examination grant to all persons so examined, certificates stating the rank obtained by such examination. They shall divide such certificates into three classes or grades. The first grade shall be in force without further examination; the second class shall be in force for two years, and the third class shall be in force for one year. Such certificate shall be in force in any school in this State. Any person teaching in any of the public-schools of this State, after the first day of September eighteen hundred and seventy-four, without such certificate, or a diploma from a State Normal School, shall not be entitled to collect pay for such service.

SECT. 7. Each commissioner shall visit each town in the county each year, and, if possible, in connection with the school committee of the town, visit each school in the town. He shall note carefully the modes of instruction and discipline in such school; shall make such suggestions for the instruction and encouragement of teacher and pupils as he may deem necessary; he shall try by conversation with the people, and by public addresses in various parts of the town, to arouse and deepen the interest in public education.

SECT. 8. These County Commissioners of Schools shall constitute a State Board of Education. The Superintendent of Common Schools shall be Secretary of the Board, and shall call a meeting of such board, to continue not more than five days in one year, at such time and place as the said secretary shall deem best. At such meeting public discussions shall be had on matters pertaining to the interest and efficiency of the public-schools of Maine.

SECT. 9. Each commissioner shall shall on or before the first day of April, July, October, and January of each year, return to the State Superintendent of Schools a full report of his doings for the quarter, including a report of the number and character of the schools visited; the public meetings held; the free high schools examined; the institutes held, with the number of teachers attending them; the names of all teachers examined by the examining board, and the grade of certificate granted to each; the reports of the county conventions held, with the numbers attending; the subjects discussed, with the names of the persons elected as county examiners, and any other matters of interest to the schools of this State. On the approval of such quarterly report by the State Superintendent, and its subsequent approval by the Governor and Council, the governor shall draw his warrant on the treasurer in favor of such commissioner for the sum of three hun-

dred and seventy-five dollars, which sum shall be in full for all pay for service and travel of such commissioner for the quarter.

SECT. 10. The County Examiners elected according to the provisions of section five, shall receive from the State the same pay as is now provided by law for the pay of Superintending School Committees of towns. Their accounts shall be approved and paid in the same manner as those of the County Commissioners of Schools.

SECT. 11. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

The arguments in favor of the establishment of such a system of supervision as this bill provides for, are to be found in the results which would necessarily flow therefrom. And those results are so much needed, so evidently needed, that it would seem no intelligent law-maker with back-bone enough to act up to his convictions of right, could be found opposing it. Unlike the system overturned two years ago—a system which, despite its defects, did more to lift up our common schools than any other agency has ever done in equal time—it is one with positive power in it, and power that would make itself felt in every department of common-school work. Let us specify briefly some of the more important directions in which this power would be felt for good.

1. It would at once vastly improve the teaching force. Throwing around the examination and certificating of teachers something of the dignity and importance properly belonging thereto, offering a premium for thorough preparation in the form of graded certificates, and practically making attendance upon means for preparation in Institutes and Normal Schools a necessity, it would excite the earnest, live minority to renewed efforts for better fitness for their work; while it would push the lazy, inefficient, well-enough-as-we-are majority up into activity and efficiency, or out of the ranks entirely. And, as an immediate result, failures in schools would become vastly less in number than they are to-day. Of fewer schools would the common remarks, "The money has been wasted;" "Better have given him his wages and let him stay at home," be made, although they are unfortunately too true. It is a significant fact bearing upon this point, that the writer of this, in no way immediately connected with the schools, and with an outlook covering only his own and adjoining towns, can count up more failures already occurring the present winter, than came to his knowledge during any one of three

years of intimate and close connection with all the schools of his county! And these failures have been without exception made by teachers who do not consider it worth their while to attend Teachers' Institutes and Conventions.

2. It would vitalize and render more effective local supervision. Next to effective teaching, and, indeed, essential to the most effective teaching and organization of schools, is an earnest, careful, and intelligent supervision of them. It is a fact not to be winked out of sight, that our local supervision lacks, as a whole, these very elements. Good men they are—the great mass of these officers—men whose interest in the schools under their charge is sincere and hearty. And yet to render that interest effective in an earnest, careful, intelligent performance of their duties, they need just such a force acting upon them as would come from the annual conventions provided for in the bill above quoted. The mutual comparison of views and methods, the discussion of needs and of ways and means for supplying them, would naturally result in itensifying the interest and earnestness, and largely increasing the care and intelligence, which those participating would put into the performance of their duties. Local supervision would then become a uniform, effective, united force, instead of being, as now, in each county, and often in each town, a mere inorganization of unrelated units.

3. It would serve to render successful, and, hence to make permanent, the Free High School system lately inaugurated. Establish these schools as a permanent and general feature in our system, make of them all that they may be made, and they will act upon our educational interests as nothing else could. Their influence will be felt from the primary school to the college. Into the common schools they will put teachers of broader, deeper, and more thorough culture; while, holding out to the pupils of those schools opportunities for higher acquirements, they will serve as incentives to more zealous improvement of present opportunities. Into the higher seminaries they will push larger numbers of students of higher grades than are now found resorting thither, thus lifting them to larger prosperity and to a higher standard of work. And through these seminaries, the colleges will feel their quickening influence.

"Alas! and shall we always live
At this poor dying rate!"

Will be no longer the burden of their song; for feeble classes will begin to take on the strength of numbers and of better primary preparation. But to realize these rational ideals, to bring these schools up to the full measure of their possibilities, there is needed the nurturing power of careful, intelligent, systematic, and skillful oversight and direction. For such oversight and direction local supervision is not competent. Besides, these schools are in part the children of the State, and it is especially her duty, as well as privilege, to carefully watch over them with an earnest regard for their highest well-being.

4. It would serve to quicken popular interest and educate popular opinion. There is need of work in these directions. Every teacher —every live, intelligent, thinking teacher,—every earnest committeeman, every intelligent citizen of broad, liberal views, will grant this. Lack of an intelligent co-operating interest is the complaint of the teacher; lack of interest is the text of nine-tenths of the school-reports read at the March meetings; and lack of interest is the general complaint whenever poor schools are to be accounted for. And this lack of interest and of a properly educated popular opinion, is the great bar to educational progress in every direction. It hedges around an outgrown district system unjust in its imposition of burdens, and inequitable in its distribution of privileges, with an impenetrable rampart of clinging conservatism that will not let it go. Terror-stricken it sees, in giving the employing of teachers to committees, the fearful phantom "centralization;" and in "State uniformity," the huge gorgon "monopoly." We need some instrumentality that, of the people and for the people, shall educate them up to an effective interest in, and an intelligent opinion of, all educational means and methods. And this the system under discussion will give us; for these school commissioners are to be educational missionaries going in and out before the people of every hamlet, with their messages of educational truth.

5. It would lead to a more careful and economical expenditure of school revenues, especially of those coming directly from the State. Of such revenues there are now annually distributed among the towns, amounts aggregating nearly a half million dollars; and the State will fail in her duty to the tax-payers, from whom these revenues are drawn, if she fails to see that they are properly expended. Danger of misdirection, at least, of these revenues, is not an imagin-

ary thing, as facts could be found to show. Common business prudence would dictate a close scrutiny into the expenditure of all the school moneys, and for such a scrutiny this system provides.

6. Finally, it would unify all the supervisory forces. As at present constituted these forces are unrelated units. This system constituting on the one hand a State, and on the other a county, Board of Education, and linking the two together and with the Town Board, would aggregate those units into a uniform, symmetrical, and effective sum of force.

Pressing and evident, then, seems the need of such an educational agency; and its establishment is certain, sooner or later. Not a "schoolmaster's hobby," as pig-headed self-conceit has termed it, but a system based upon true principles and approved by experience in other States. We must have it if the schools of Maine are to keep pace with those of other parts of the country. That the present Legislature will give it to us, is doubtful; that we ought to demand it at their hands, making the strongest fight for it that we can, is the duty, however, that we as educators owe to the cause in which we are engaged. Persistent agitation, persistent demand, persistent effort, must and will succeed in giving us this agency. N. A. L.

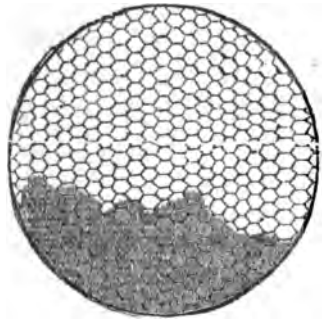
WHAT'S IN A NAME? An examination of the list of the rulers of the kingdoms of the world shows that they are distinguished by the following titles:—Emperor, Czar, King, Queen, Grand Duke, Duke, Prince, Shah, Khan, Imaum, Emir, Lama, Tenno, Sultan, Hospodar, Hoang-ti, Taksir-Khan, Khedive, and Bey. Besides all these there are three Burgomasters (of the three free cities of Lubec, Bremen, and Hamburg); a group of seven Captain Regents who direct the affairs of the tiny Republic of San Marino; a "Domnu," or prince of Roumania, who is now Prince Charles of the house of Hohenzollern; and a "first syndic," to whom is confided, by its ten thousand inhabitants, the custody of the little Republic of Andorre in the Pyrennes. There are two Shahs—those of Persia and Afghanistan; three Khans—of Bokhara, Khokan and Khiva; three Sultans—of Turkey, Borneo, and Zanzibar; two imaums—of Muscat and Yemen; one Khedive—of Egypt; and one Bey—of Tripoli. Of the twenty Presidents, two—Marshal MacMahon, of France, and Buenaventura Baez, of Dominica—are only provisional.

THE MICROSCOPE.

DR. CHALMERS says, "The Microscope tells me that in the leaves of every forest, in the flowers of every garden, and the waters of every rivulet, there are worlds teeming with life as numberless as the glories of the firmament."

We present our readers with a cut representing the Globe Microscope, which magnifies one hundred diameters, or ten thousand times. And why have we presented this and the other cuts in this article? Surely, teachers, it is not because you do not know that there is such an article, nor because you are ignorant of its uses. It is surprising, however, if we recall the numerous things which we know and the uses of them with which we are well acquainted, that we do not bring them into practical use in the school-room.

If you possess one of these, or any microscope, carry it into your school-room. Call your scholars about you and explain its parts and how they are used. You have taught them that part of Philosophy appertaining to lenses, of optics appertaining to the eye, the difference in eyes (because all cannot see with the same distinctness with the same arrangement of all the parts), and have unfolded to their thoughts subjects which will take a stronger hold of their minds, than all the mere language upon these subjects comprised between the covers of any Philosophy.



Having, then, interested them in obtaining this knowledge, present to them, for instance, the eye of the fly. By making with a fine, sharp instrument, a thin section of the eye of a fly and placing it under the microscope, it will be seen to consist of a multitude of little lenses, each being an eye of itself. The eye being stationary, it has the compensatory power of seeing objects through any of these facets, without the necessity of turning its head. It is estimated that there are four thousand of these lenses to

each eye. When these facts are made known to the children, will they any longer wonder why they can't catch a fly from behind, and why they so readily see danger on all sides?

We give one more illustration of this subject, because the fly is one of the best subjects for use, and it is a subject that every one can get, and at times all wish was at some place out of reach. There is the foot of the fly. To the naked eye, looking carelessly, the fly's foot looks like a small, straight mark like a pen stroke, a sixteenth of an inch long, perhaps. But when you view it through the lens of the Globe Microscope, it reminds you of a lobster's claw, each hair or feather of the foot, of which many are shown, appearing larger than the whole foot does to the naked view. It is seen to possess several joints, and is provided with two sharp claws, by which it is enabled to walk on the ceiling. Between these claws are two soft, springy pads, which operate as "suckers," enabling the insect to walk on smooth perpendicular surfaces.

Now, do you tell me you have no time to teach Natural History in your schools? Have we not opened up a way for you? If you have no time in your school session, why cannot you take your "nooning" for that purpose? If you remain with your scholars during that time, what will be more effective in keeping them from mischief, in having order at that time which is generally employed in demolishing the building, playing tag behind the seats, and other things which you can readily call to mind?

We might go on and enumerate to you the gain you would make in the summer, by an examination of flowers, and thus enkindle a love for the most beautiful of studies that can be pursued in the country, namely, Botany. But a word to the wise is sufficient.

MANY teachers have trouble in getting blackboards at all; others have very poor ones and cannot get better. The following recipe was given by an old teacher who has tried it, and knows it to be good: 1 gallon good alcohol, 1 pound gum shellac (24 hours to dissolve the shellac), and 4 oz. lamp-black. A pint of this will be sufficient for an ordinary board. Put it on rapidly.

THE GOVERNOR'S MESSAGE.

WE know that we shall be forgiven if we devote some space to the admirable message of Governor Dingley. It is a document that is well worth the time occupied in its perusal. We trust and expect that all of our readers have before this time given the whole message their attention. We give extracts touching only upon the Educational Interests. And first:

"The Free High School system, especially, although in practical operation but little more than half of the past year, has already achieved so great success as to surpass the utmost expectations of its warmest friends, and to promise, within a reasonable time, results that can but satisfy all of the wisdom of the policy. The official reports which have been received by the Department of Education, show that 150 Free High Schools, in 133 different cities, towns, and plantations, representing every county in the State, have been maintained from one to three terms each, since the first of March last; and that these schools have been supported by municipal appropriations to the amount of $83,523, and State aid to the amount of $29,-134. In these schools 10,286 pupils have received instruction in those branches usually taught in the common schools, excluding primary studies; and also in such other directions as are demanded by the increasing industrial and business wants of the times. It is especially noteworthy that a large portion of the youth of both sexes reached by these schools, are those who had already withdrawn from the common school with a deficient education; or whom poverty or other circumstances had prevented from leaving their homes to obtain better opportunities for education than those afforded by the short winter term of their district school. Many youth who will hereafter make most valuable teachers of our common schools, are receiving in the Free High School that broader and deeper culture so essential to prepare them for this high work. The influence on the common schools of such pupils as have attended the Free High School, is already proving in the highest degree beneficial. So far as I am informed, in most of the towns in which such school has

been held, a new interest has been awakened in the cause of education.

"It was feared by some that the system would be impracticable for small or sparsely settled towns; but some of the most successful Free High Schools maintained during the autumn, have been in just such localities. In one case, at least, a sparsely settled plantation has maintained a most flourishing school for eleven weeks, by a municipal appropriation of seventy-five dollars, increased by an equal amount from the State. Indeed, thus far the most complete success of the Free High School System has been in exclusively farming towns, where this adjunct of the common school system is affording such facilities for education as can but serve to increase the attractions of that rural life which is the source of our national strength and purity. With a continuance of the system, there can be scarcely a doubt that within a brief period these schools will be established in most of the towns of the State; and will give such an impetus to our educational interests as nothing else could."

We are glad to see the Governor so cordially and frankly endorse this system of schools. Our Maine Association placed itself squarely upon the platform endorsing these schools, and every person in the State who is interested in its welfare, desires the continuance of these schools. We think that by means of these schools, the district system will be more quickly abolished, towns will not lose their population, and manufacturing interests will revive. And here we again agree with the Governor that "it would be unwise for legislation to go further at present, than it has already gone in simply authorizing towns to abolish the system and manage the schools as a unit. For the present, however, there are considerations that must be addressed to the citizens of the several towns, rather than to the law-makers."

The Governor has had ample experience in the workings of our public schools. He has been for many years one of the School Committee of Lewiston, and has had an opportunity to see the difference between a teacher educated for his work and one who has to practice on his pupils to obtain his education. Read what he says on Normal Schools:

"It is in this direction that our two Normal Schools are conferring lasting benefits upon the public schools of this State. Recognizing the truth that the highest success as a teacher requires not only nat-

ural aptitude, but also, like other professions, special preparation and training, the State has wisely established and maintains these institutions as a part of its educational system. Probably no money expended in educational directions yields larger returns. The teachers who go forth from Farmington and Castine, not only impress themselves on the schools over which they are called to preside, but also make their influence felt for good over many other instructors with whom they come in contact. No one who has watched the progress of our common schools for the past decade, can have failed to discover a striking improvement in methods of instruction, coming largely from the influence of our normal schools. Whatever appropriations are required to maintain their high standard and excellence, and increase their means of usefulness, should be made; and made, too, in the interest of the wisest economy. It should not be forgotten that a special necessity for increasing the efficiency of our common-school system, has arisen from the fact that the intense activity pervading modern American life, is seriously abridging the time within which our public schools must do their work, by withdrawing our youth from them at least five years earlier than formerly; while at the same time it is necessitating a broader culture."

The subject of obligatory attendance is at this time attracting much attention in this country. Many are the prominent educators who support some plan to enforce attendance, and there are as many who oppose any plan which takes the power from the head of the family. We shall in the future give some statistics which have been collected, bearing upon the advantages and disadvantages of any power compelling attendance at school.

The Governor says: "Notwithstanding the large expenditures to maintain free schools in sufficient number to secure to every child such elementary education and training as all alike will need for the common duties and the ordinary pursuits of life, yet the last census makes the startling announcement that there are 13,486 persons in this State, above ten years of age, who cannot read or write. Our State pride may be somewhat satisfied by the consideration that a large portion of this army of illiterates are immigrants; yet we cannot lose sight of the fact that they and their children are now a part of our people, and that their education into American ideas and duties, has become doubly essential. But the evils of truancy and

absenteeism from our common schools are by no means confined to the children of foreign born parents. Poverty may have something to do with the development of these dangerous evils, and thoughtlessness and avarice more; but both of these causes united have not had half so much to do with it as intemperance and immorality. It must be confessed that such is the indifference of the public mind, or its aversion to interference with what is popularly thought to be the right of parents to control their own children, the experience of other States with obligatory statutes, has by no means been encouraging. Even the Factory Act in this State, which requires certain attendance at school of children who work in manufacturing establishments, is a dead letter.

"Compulsory laws, with a strong central government to enforce them, as in Prussia, have produced excellent results. But in this country, where the execution of the laws depends so much on public opinion, there must be a more earnest and general public discussion of the subject, before we shall reap much benefit from such legislation. The right of the State to have every child educated sufficiently to intelligently discharge his duties as a citizen, and shield him against the dangers of ignorance, is necessary to its own safety. The child has the right to such an education. The parent, indeed, has rights, but he has duties also; and the enforcement of the duties which every parent owes his child, cannot be an invasion of his rights. Defensible, and even important as is a legal enforcement of the parent's duty to educate his child, yet such a statute can press only as a complement to sound views, wrought into the popular mind and heart. The most important work in this direction at present must be done by earnest personal appeals to parents, and by making the school-room attractive to the child.

"No subject claiming your attention as legislators, demands more thoughtful and earnest consideration than that of our public schools. A free government like ours can exist only where the people are educated; and there can be no general education without an effective common-school system. To impair the efficiency or sap the foundations of this system, is to strike at the life of the State and the Nation. More than this, it is to overthrow an institution which is doing so much to improve social life, promote private virtue, comfort, and thrift, and secure general prosperity."

We close these extracts with the one which gives us the greatest pleasure, and which will place Maine higher in the scale among those States that are striving to advance the interests, welfare, and advantages of their citizens, and which will also cause men of wealth to come into the State to invest their capital upon the many streams that are waiting for the busy hum of the saw and the loom, because they know that the education of their children will not be neglected:

"The aggregate expenditure for the public schools of the State, during the past school year, has been $1,000,596, exclusive of the amount expended for school buildings and Free High Schools. Of this sum towns have directly contributed $625,618, and the State $374,978. If to this sum should be added the annual expenditures for school buildings, Free High Schools, Normal Schools, and College of Agriculture and Mechanic Arts, and the public and private expenditures for those Academies, Seminaries, and higher institutions of learning which supplement our educational system and confer such lasting benefits on the State, there can be little doubt that the amount would reach a million and a half dollars. So large an annual expenditure on the part of the people, is a conclusive answer to the suggestion that the people are losing their interest in our free schools. To our credit as a State, let it be said, never before was there so general interest in education; never before so almost universal willingness to make the largest sacrifices, in order that our children may have the inestimable blessings of intellectual culture."

EDUCATION IN ECUADOR. According to the report of Señor Flores, Minister from Ecuador, there are in that republic five national colleges, with 757 students. There are six feminine seminaries under the control of Catholic Sisters, having 741 students. At Quito, the capital, there is a polytechnic school with nine professors; besides there are colleges of law and medicine and a school of trades—the latter after the model of the Catholic Protectory, at Westchester, N. Y., in which sixteen American mechanics are engaged as practical instructors. A good elementary education is also furnished.

CHILDREN expect the truth, and, if they find themselves deceived, it not only shakes their confidence in others, but they, being very apt scholars, will soon learn to lie and deceive too.

DISTRICT GRADED SCHOOLS.

A FEW years ago an insurance company announced to the world that there was a law of Life and Death. To announce a law of Life and Death to the people who had never thought anything about it, was considered by them irreverent and unchristian.

The world is progressing. The masses are thinking, and now it is an accepted fact: If one thousand lives are insured at a certain age, an average definite number will die each year. Life Insurance has become a science. The subject of Life Insurance is analogous to the subject of education. Any public system of education must be based, not on the individual, but on the majority of individuals. When education can definitely tell what the human mind can do in a given time, then education will be a science, and not until then. We will never know this until accurate statistics have been kept.

Since the adoption of the system of Graded Schools in the cities, we have closely approximated a solution of the problem: What progress can seventy-five per centum of a given number of children make in study in a given time? The public-school motto is "The greatest good to the greatest number." The system of Graded Schools secures this—no other system can. The question is often asked: Why are our district schools so poor? The answer is plainly this: Our teachers are making a great mistake in the gradation or classification of our schools. It is a very common occurrence for a teacher to have a greater number of classes than the average attendance. A teacher told me she had thirty classes in her school and only an average attendance of twenty pupils. Teachers will try to accommodate each individual. They really think that it is their bounden duty to accommodate each and every pupil in the school. Here is where you make your mistake by trying to accommodate each individual. You do not carry out our glorious public-school motto: "The greatest good to the greatest number." But you say what can we do? *Do! grade your school.* How shall we grade it? What system shall we adopt? Show me a plan for grading a district school, and after you show it, I do not feel that I can bear the

responsibility of adopting it, for so sure as I attempt to grade my school and place Mr. A, B, and C's boy or girl in his respective grade, he will make a fuss, and we will have trouble in the district, and before I will have trouble or do anything that will have a tendency to sacrifice my reputation, I will follow the plan, let it be right or wrong, that will please the district.

Now, teachers, I know your troubles. I know you cannot make any change. I know your reputation as a teacher depends entirely on how you please the district, and I do not blame you for acting as you do. You must try to accommodate the individual, and while you feel that our public-school motto is right, you cannot practice it. But what shall we do? Happy thought! Let the County Superintendent take the responsibility of adopting the graded plan. He is the man. He is elected by the people for two years. He gets a large salary and can afford to bear responsibility.

This extract, which we have made from the KANSAS JOURNAL, applies equally well to Maine, so far as the teacher is concerned. The writer finds no relief from the County Superintendent and cries out as follows:

"If we are to have any system of schools in this or any other State, we must not depend upon county superintendents or the teachers. The system should emanate from the State. This graded system should be made a law, and the sooner we have the law, the better it will be for the children and for the State."

While we acknowledge that a graded system is necessary, still we think the teacher is inclined to shift the responsibility upon other shoulders. In this State, most of the towns have adopted one series of Arithmetics, Geographies, Grammars, and Readers. Now, teachers, if you firmly insist that none others shall be used, do you not only succeed as well but better than before? A person with no will of his own is at the mercy of every one. Is it not better, then, to keep your motto distinctly before you, pleasantly insist that the rules shall be obeyed, and grades established? Will you not in the *end* obtain a better reputation? Will not the advantages you obtain by the classification return to your profit? For the support of those weaker teachers perhaps a law may be necessary; but, teachers, do not shirk the responsibility, show that *dependence* can be placed up-

on you for the accomplishment of any good object, and stand shoulder to shoulder till the schools in your district and town are graded.

CONCERNING THAT.

Now that is a word that may often be joined,
For that that may be doubted is clear to the mind,
And that that that is as plain to the view,
And that that that that we use is rightly used too,
And that that that that that line has in it is right,
And accords with good grammar is plain to the sight.

A NEW SAW.

SAID to have been used by an old (and crusty) man in handling an old (and rusty) hand saw.

"Of all the saws I ever saw saw,
"I never saw a saw saw as this saw saws!"

ALEXANDER WATT, Scotland.

ANECDOTE OF PROFESSOR SNELL. An Amherst correspondent of the St. Louis Journal tells the following little story, which is very good as a story, but decidedly fishy in more respects than one: Speaking of finances reminds me of a capital story they tell of Professor Snell. Snell has been Professor of Mathematics in Amherst College from time immemorial. Snell, in common with the other instructors, drew a very small salary, $800 a year, I believe. After the war, the wealth began to roll in upon Amherst College. This man gave $50,000, that man another $50,000, and so on till the coffers were filled to over-flowing. Then the College Trustees concluded to raise the salaries of the Professors, and from $800 they put it to $2500 per annum. Snell was sitting in his study when his wife came in to announce the good news. He was poring over a well-thumbed mathematical treatise. "Ebenezer!" said she, "what do you think? They've done it!" "Done it?" said he, "done what? who?" "Why, the Trustees! They've raised your salary to $2500 a year!" Snell's face became radiant. He threw down his book, jumped up, and hugged his wife. "Thank God, Almira!" said he, "now we can have a codfish!"

THE STUDY OF GEOGRAPHY.

GEOGRAPHY, as generally taught in our common schools, is both uninteresting and unprofitable.

This fact must arise, either from the nature of the subject, or in the manner of its presentation.

It cannot be the former, since a topic possessing such powerful auxiliaries as mathematics, zoology, botany, history, poetry, romance, is certainly capable of being rendered attractive to the dullest, least appreciative mind.

It must, then, proceed from the method of teaching, and these are a few of the faults which produce this failure:

First. Not one teacher in ten is fitted for the work. They still retain the old notion that any one who can read can teach geography, and consequently enter upon their duties with no preparation.

Secondly. They have no proper conception of the end to be attained. If it is, as they suppose, the committing to memory lists of names of races and places, and learning the direction of one place from another, it does not require much originality to teach, or great ability to learn, but the teaching will be spiritless, and the information gained worthless.

If the object is the acquiring an intelligent, available knowledge of the world—its constitution, its changes, and the causes which control them; its resources, and the laws which govern their development—it becomes in all respects another thing.

When the teacher is well prepared, and has a clear idea of what he wishes to accomplish, he has to decide upon the best means for gaining the desired end.

We used to consider a text-book an infallible guide, and supposed that, following its lead, we could not go wrong. But familiarity has produced the usual result.

Text-books are useful, perhaps necessary, but no grade of pupils should be obliged to learn all which they contain, and at some stages of advancement they may with profit be entirely dispensed with. Let us open a popular Geography at a page of questions on the map of the Eastern States.

In the list of cities and towns, we may count over fifty names of small, insignificant places, possessing no possible interest except to those who inhabit them. In the list of rivers, there are over twenty having not the slightest importance. They never carried a boat, or scarcely turned a mill; they do not serve as boundaries, and no important place is situated on them; and while it is eminently proper that they be given in the book, to serve for reference, it is certainly unwise to ask a child to learn what an adult sees no reason for remembering.

Turn to the next page, which is descriptive. Reading one-half of it causes one's head to swim, and the other half makes him thoroughly dizzy. The topics are arranged in somewhat this order: Location — surface — climate — productions — inhabitants — pursuits. Six times these are repeated on one page, and each so like the rest that it is next to impossible to distinguish them. It is not surprising that to both teacher and pupil they become unutterably monotonous and tiresome.

Suppose we declare our independence, make out our own paths and walk in them, using our text-books merely as walking-sticks, and observe the result.

Primary classes, those beginning geography, are not ready for books. The school-room is all the book they need for a time. Here they must be taught, first direction—that the window through which the sun shines in the morning is on the east, in the afternoon on the west side of the room. They should be asked the direction of one object from another, until perfectly familiar with the subject; then be required to represent this upon the board, thus getting the idea of a map. From the room, let them pass to the yard, going over that in the same way. When told to extend for some distance the street or streets passing the yard, they probably have a foundation on which to draw the town, which they are ready to do.

While engaged on this, they have doubtless observed some of the natural features of the place: a hill, valley, river, or lake, and may now be taught the natural divisions of land and water, care being taken that they are acquainted with the object before learning its name.

This acquaintance must be made either by actual observation, by means of pictures, or by comparing it to something with which they

are familiar. Now they are ready for a book; but do not let them begin with "What is geography?" and go straight through to the last microscopic island of Oceanica. Let them first learn their own State; go from that to the United States; then to North America, and so on, bestowing upon each country an amount of time and labor proportionate to its importance.

In deciding what to teach, we have followed these rules:

Never to require our pupils to give the location of a city, river, or mountain, concerning which we could tell them nothing of interest.

Not to ask them of inhabitants, without being able (so far as possible) to tell them what influences brought those people there, and helped to make them as they are; or of industrial pursuits, without showing them that these depend on geological formation, surface, and climate.

With older pupils, local geography may be rendered still more attractive by connecting with it much of geology, botany, history, poetry, or romance, *whatever* will give it interest, and help to impress it upon the mind. For example: suppose the subject to be the British Provinces, which is usually considered one of the dryest. In assigning the lesson, the teacher calls the attention of the class to topics which he wishes looked up outside the book—such as "account for the mild climate of British Columbia." Give the early history of Nova Scotia, and in connection with this, Miss A. will read an extract from Longfellow's "Evangeline," describing the removal of the colonists of Port Royal.

Mr. B., tell us all you can of the Atlantic Telegraph.

Class, give the siege of Louisburg.

Mr. C., give an account of the wanderings of Champlain.

Class, be able to describe Quebec, and give any interesting events in its history. What remarkable natural scenery in the Province of Quebec?

Describe Montreal.

Pupils will be required to take notes on topics assigned to individuals.

When the hour arrives, the recitation begins.

T. Name the British Provinces in North America.

S. British Columbia, Manitoba, New Brunswick, Nova Scotia, Quebec, Ontario.

T. Do these embrace all the British possessions in North America?

S. They do not.

T. What others are there?

S. Hud. Bay Co.'s Ter., Labrador, Prince Edward's Island, and Newfoundland.

T. Why are they not named with the Provinces?

[As this is a question the scholar is not prepared to answer, the teacher explains.]

T. Locate British Columbia.

S. British Columbia occupies the south-west part of the British Possessions. It is bounded on the north and east by Hud. Bay Co.'s Ter., on the south by the United States, and on the west by the Pacific Ocean.

T. What has made this Province important?

S. British Columbia has been made important by the discovery of gold along Fraser's River, and for its mild climate, which fits it for agriculture.

T. What town near the mouth of Fraser's River?

S. New Westminster is near the mouth of Fraser's River.

T. What can you tell me of this place?

S. New Westminster is the capital and chief town of British Columbia, and the principal military and naval station of Great Britain on the Pacific.

T. How do you account for the mildness of the climate in so high a latitude?

S. The mild climate is occasioned by the Japan current, which, leaving the south-east coast of Asia, sweeps across the Pacific, striking the shore of North America near this place.

T. Locate Manitoba.

S. Manitoba is situated in the southern central part of British America, and is bounded on the west, north, and east by Hudson Bay Co.'s Ter., and on the south by the United States.

T. Locate Nova Scotia, and tell me what natural division of land it is.

S. Nova Scotia extends from the south-east part of British America into the Atlantic Ocean. It is a peninsula, and also includes the

Island of Cape Breton, which lies east of the peninsula, at the entrance of the Gulf of St. Lawrence.

T. What water separates Nova Scotia from New Brunswick?

S. The Bay of Fundy separates Nova Scotia from New Brunswick.

T. What is there peculiar about this bay?

S. The Bay of Fundy has the highest tides in the world.

T. What does the name Nova Scotia mean?

S. Nova Scotia means New Scotland.

T. Who, then, would you suppose the inhabitants to be?

S. The inhabitants of Nova Scotia are mostly emigrants from Scotland and Ireland.

T. Has its name always been Nova Scotia?

S. Nova Scotia, together with a tract of land extending from the latitude of Philadelphia to the northern boundary of New Brunswick, was formerly called Acadia.

T. When was the name changed?

S. It was first called Nova Scotia in a grant made by James I.

T. Miss A. may give the early history of Nova Scotia.

The history is given from the time Du Monts planted the little colony of Port Royal, to the time when

* * * * * "With the ebb of that tide
The ships sailed out of the harbor,
Leaving behind them the dead on the shore,
And the village in ruins."

T. What are the resources of Nova Scotia?

S. Nova Scotia possesses extensive mines of coal, iron, lead, and copper, and its fisheries are valuable.

T. What is its principal city?

S. The principal city of Nova Scotia is Halifax.

T. How is Halifax important?

S. Halifax has a fine harbor, is the principal military and naval station of Great Britain in North America, and is the western terminus of the Atlantic Telegraph. It is also interesting to us as the last and first port which our vessels enter, in going to and returning from Europe.

T. Will Mr. B. tell us all he knows of the Atlantic Telegraph?

Although the most interesting part of the lesson assigned has not

been entered upon, enough has been given to illustrate a plan by which geography has been made a delightful study to teach, and through which, we are convinced, our pupils gain more available knowledge in a few months than in years spent in the old way.—*The School.*

SUPPRESSING THE EMOTIONS.

WERE these all the facts bearing on the future of our emotional life, we might well inquire what effect the habitual suppression of emotional expression is likely to have on the quality of the emotions themselves. It is probably clear to everybody that our feelings are very much affected by the range of free expression accorded them. At least the violent intensity of a passion is destroyed by successful control of all the muscles, and even if a slow, smouldering fire of hate or jealousy may co-exist with a comparatively quiet exterior, the emotional force is in this case robbed of its glory. It would thus appear that, with social progress, as men are thrown more and more in each other's society, their feelings will undergo a very considerable transformation; some types of emotion disappearing, it may be, altogether, the rest being so mollified as to be scarcely recognizable as the venerable forms of human love, terror, and joy. But, oddly enough, we find another set of influences, due to the very same social conditions as the first, which tends to counteract these, fostering and deepening feeling, and encouraging its manifestations. Mr. Spencer thinks that the habit of expressing pleasure and pain arose as animals became gregarious. This condition exposed the members of the same flock to common experiences of danger, etc.; and in this way, from uttering the sounds of terror under like circumstances and at the same times, they would come to interpret them when given forth by their companions. At the same time the gregarious mode of life clearly made animals able to assist one another in a large variety of ways. Now, on this supposition, which seems extremely plausible, the habit of expressing feeling is an attainment of social life, and, so far from disappearing with the advance of this life, it should, one would think, go

on developing. In point of fact, we see in a number of ways how social progress serves to enlarge the area of sympathetic feeling. As a man becomes more of a citizen, he is probably more and more desirous to be in unison of feeling and intention with his fellow-citizens, at least with that section of them whom he most respects. The sympathy he looks for presupposes, it is clear, some expression of his own feelings, and a responsive expression on the part of his neighbors. In this way, then, there are two tendencies of social culture curiously conflicting in their results. By virtue of the one a man seeks to repress feeling and not to obtrude it unnecessarily on his fellow-citizens. By force of the other he is ever craving with more and more vigor for a lively interchange of sentiments with others. What resultant, it may be asked, do these opposite forces produce?—*Popular Science Monthly.*

Our Idle Classes. Like unto the great multitude that no man could number is the latter-day army of incapables. They are immemorable sponges upon relatives, whom they keep forever poor. They cannot keep a situation, and are barely competent to sit at a gate and collect tickets from a thin stream of passers-in. They are the skeleton in nearly every household, and the abundant cause of heart-burnings and poverty everywhere. They hang around like whipped curs, waiting for employment of such a menial description that none but those utterly emptied of industry, manhood, and pluck, would accept it. Whan one contemplates this heart-burning army of drones, how it fires the zeal in praying that parents may have their eyes opened to the necessity of making children work and obey early, and to the need of giving them a trade. The rule is almost invariable, that the child who is not taught to obey *before five*, and to work *before fifteen*, is lost. The parents who neglect these vital duties, have the promising outlook of seeing their child become either a sponge or a thief. The one the half-way house, and the other the terminus.—*Overland Monthly.*

He—"Don't you think, now, these are vewy dweawy pawties, where the only pawties one meets are pawties one never knows?"

She—"Not more dweawy than other pawties where the only ones one knows are no ones."

EDUCATION IN AUSTRIA.

BESIDE the copious extract, published last month, from the MASSACHUSETTS TEACHER, we give the summary of a few remarks made by Hon. J. D. Philbrick before the teachers of Boston:

In Austria, exclusive of Hungary, he said that there were 14,000 elementary schools, 60 normal schools, 215 middle schools, six polytechnic schools and six universities, the latter with 8000 students. As Austria was held up as a warning by Mr. Mann, he would now hold it up as an example to America for enterprise in educational matters. He would like to compare, had he time, the land of Lower Austria, of which Vienna was the capital, with Massachusetts, the two having about the same population, though the population of Vienna was about 600,000, or, with its suburbs, 800,000, while Boston had a population of about 300,000. He would, however, give some facts relating to Vienna's educational system. There were 17 *Burger*, 76 *Volk*, 4 normal, 74 female industrial, and 19 middle schools, a great polytechnic school with 1000 pupils, and one university with 4000 students. In the nineteen middle schools were 460 professors and over 6000 pupils. Every chink where there seemed to be a need of a school of any kind was filled. He described the thorough discipline and system followed. All children between the ages of six and fourteen were obliged to attend school. The excellence of the schools was due to the thoroughness of the systems pursued in the four normal schools. The principal one of these was known as the Pedagogia, an institution for the improvement of those who are already teachers. In architecture it surpassed any building of the kind in America, costing, without the land, over $300,000. What were his feelings, he said, while examining these grand institutions to hear that the only normal school in Boston had been ruthlessly wiped out of existence! Every teacher in the country, he said, was obliged to have spent four years in the normal schools, and then to pass an examination before an independent commission appointed by government. He believed that the primary schools of Boston were as good as anything he had seen, but the middle schools of Vienna

—corresponding to our high schools—were beyond anything we have conceived of. The teachers of these schools were men of the highest education, and the government gives them the title of professors which they deserve. The government makes their position a desirable one. They are well paid, have a high social position, rank as government officials, and at the end of thirty years' service are entitled to a pension equal to their maximum salary. The school architecture of Vienna surprised him, it being far more "palatial" than anything we have in Boston. Their middle or high school buildings surpassed anything we have dreamed of. The building of the gymnasium cost over $50,000. They were just finishing a building for a school corresponding to our English high. He described it as grand and vast, elegant in its internal as well as external architecture. Leipzig, on the whole, had the best school-houses he had seen, being the embodiment of all the best-known principles on the subject. All the school-rooms, he noticed, were lighted on one side, the light coming from the left of the pupils. Throughout Germany the buildings were generally fire-proof. The best of apparatus was provided, and the girls were everywhere taught needle-work. The Germans cultivated gymnastics with great care, and the physique of the people had been so much improved that France was now trying to copy the system. In Vienna alone there were 111 teachers of gymnastics. He asked, why were we obliged to go to Germany and Austria for lessons in public education? The answer was that there the science of pedagogy—the science of education combining psychology, observation, and experiment—was cultivated, while here we have neither the name nor the thing. Whenever a question of education arose, before adoption it was submitted to a body of pedagogists for examination, and their decision was accepted as final.

THE LENGTH OF DAYS. At San Francisco the longest day has 14¾ hours; at Boston, 15¼; at Berlin and London, 16½; at Stockholm and Upsal, 16½; at Hamburg, Dantzic, and Stettin, 17, and the shortest, 7. At St. Petersburg and Tobolsk the longest day has 19, and the shortest, 5 hours. At Bornea, in Finland, the longest day has 21½, and the shortest, 2½ hours. At Wanderbus, in Norway, the day lasts from the 21st of May to the 22d of July, without interruption; and at Spitzbergen, the longest day is 3½ months.

FOX-MYTHS.

IN offering a slight contribution to comparative mythology, and to a knowledge of the Japanese people, we cannot do better than describe the fox-myths which are such characteristic productions of Japan.

In Japanese literature the fox is as standard an element as is the fairy in our Aryan lore. In the grave volumes of what calls itself history and in the tiny novelette and story-book for children the exploits of the fox are described, his character portrayed and his evil influence deprecated. In comic, serious, didactic, amorous and moral literature the foxes appear in every guise and in every condition in life; now wielding baleful power, now playing harmless practical jokes, and rarely exerting a beneficent influence. Picture-books and the pictorial broadsides so common in Japan represent the seven ages of Reynard—his birth, cubhood, marriage, prime, old age, death and burial, with his tomb. The fox's courtship is a favorite subject of the popular artists. Beginning with the gay and festive young Kitsuné, or as the meditative student who in his walks meets two lovely lady foxes, the melter of his heart and her maid, it passes up through all the stages of "stern parents," anxious mammas, the wedding, bridal veils, presents and wedded bliss, to a happy divorce or a good old age.

Again, the fox appears as a troubler of domestic bliss. Many a story is told of a fox transforming herself into a rare and radiant maiden who is wooed and won by a Japanese lover and married. Husband and wife live happily together, and children are born to bless their union. Suddenly things begin to go wrong. The husband begins to suspect the truth, and one day is thunderstruck at seeing his wife and all his children turn into foxes and scamper away to disappear in their holes among the tombs. I have heard that there exists an illustrated book which represents a young man setting out on a journey and met by a fox who appears as his tempter throughout, transforming himself into all manner of alluring and frightful shapes. Through all these various forms of evil the youth manages to pass safely, sometimes by learning, sometimes by finesse, some-

times by courage, till, becoming a Buddhist priest, he secures victory and rest by cutting off the fox's head. The resemblance of all this to the general outline of Bunyan's immortal allegory needs no comment, and furnishes interesting matter for reflection.—*From "Japanese Fox-Myths," in Lippincott's Magazine.*

AN IMPORTANT MATTER.

DO all our people understand fully the relation of the district school to our higher institutions of learning? It seems to me not. Their value is beyond price or estimation. The district school is, and must be, the principal means of promoting common education in those States which have inaugurated the free schools. It is so called because it is *the* school of a certain portion of territory laid off for educational purposes, and called a school district.

By common education, we mean such a knowledge of literature and science as will qualify its possessor for discharging the ordinary duties of life. Common education would also embrace the mental and moral training incident to the acquisition of such knowledge.

But the district school does more than to diffuse common education. It "*wakes up mind.*" It reveals genius. It develops, in many young persons, a taste for literature and science, which sends them thirsting and eager to the fountains of learning that flow from higher institutions. It is a nursery from which many promising scions are transplanted to higher institutions for a more extensive and perfect culture. The work of the district school is in the interest of the high school, the college, and the university. There is no antagonism between common and higher education. On the contrary, there is the utmost harmony. Whilst the district school feeds and nourishes higher institutions, those institutions, by reflex action, improve and elevate the character of the district school. If we would fill our colleges and universities with earnest, eager students, we must have a good system of common schools. If we would have good common schools, we must encourage, support, improve, and perfect our higher institutions of learning. The two kinds must grow

together. The one is the supplement of the other. We can do without neither.

It is unfortunate that some persons, who labor in the cause of higher education, look with indifference or contempt on the work accomplished by our common schools. Why this wrong? Is it because such persons fear that the common school will rival and weaken the institutions in which they are laboring? Shame on such cowardice! If there is an institution of learning in our country so far behind the spirit and progress of the age as to have no sympathy with our common schools, that institution ought to perish.

On the other hand, it is unfortunate that some honest, earnest, able advocates of free schools, seem disposed to discourage efforts not made by the State, but by private enterprise, to build up and sustain institutions of learning. This should not be. The State should afford common schools to all her children, that the poor as well as the rich may be educated. She may, and should, build up and endow universities, because she can do this with more bounty and munificence than it can be done by private enterprise. The opinion that the work intermediate between the district school and the university should be accomplished by private enterprise, is certainly entitled to much respect. The State cannot, with all her lavish expenditures, infuse into her high schools and colleges that vitality, interest, and energy which naturally belong to the very existence and growth of such institutions when built up by private enterprise. The work and growth of such institutions should not be hindered by the State, or discouraged by the advocates of free schools.—*American Journal of Education.*

WHEN character is lost, when honor dies, there is nothing left. Many have started in life with fair prospects at every turn: prosperity met them, but, having no chart of character to guide, they have finally sunk, and ruin marks the spot where once dignity, energy, skill, nobility, reigned royally, triumphantly.

"I PRAY you very solemnly," says Ruskin, "to put that idea of knowing all things in heaven and earth out of your heads. It is very little that we can ever know, either of the ways of Providence or the laws of existence. But that little is enough, and exactly enough.

PARENT AND TEACHER.

TEACHERS must win the love of their pupils or they will not learn, is a trite saying dropped flippantly from the mouth of almost every teacher and parent. I do not wish to dispute this truism, but I do wish to add a little to it. What I desire to add is: If parents wish to have their children learn, they must consult and work together with the teacher, to that end. A whole term of schooling may be entirely lost to the child by an injudicious parent taking sides with his child against a teacher before hearing what the teacher has to say. And not only this, but a spirit of rebellion may be stirred up in the school, by this course, that will not only injure the child, but will result in impairing the usefulness of the teacher to the entire school; and not only so, but will make the school much worse for succeeding teachers. By taking this course parents plant the seed for a crop of thorns in their own pillows; for if children are taught to believe the teacher their foe and thus lose all respect for him, facts prove that this disrespect will not be long in transferring itself to those who encourage and stimulate it.

As a general thing teachers have no trouble with children whose parents consult and co-operate with them. Those who seldom or never visit the school, or who never enquire of the teacher concerning the progress and behavior of their children, who send their children irregularly to school, who fail to furnish suitable books, who encourage their children in "telling tales out of school," and who are jealous of the progress made by the children of their more thoughtful neighbors, are generally the ones who have the most trouble with the "stuck-up teacher."

Teachers have a fearful responsibility resting on them, a responsibility that many of them do not realize. But parents also have a responsibility resting on them. I know the teacher is hired to teach. I know too that every contract supposes two parties to the agreement, and that harmonious action is necessary in order that the greatest good may be attained. If teachers were only all perfect, then there would never be cause of complaint; but teachers are just

like other men, and they have many trials of their skill and patience known to no other calling.

I have no excuse for those teachers who ridicule their pupils—who punish only when they are angry, or who teach merely for pay and are never so happy as when their term is ended. But for the teacher who conscientiously discharges every known duty—who does all he can to perfect himself in his calling, morally and intellectually, so as to make himself a workman that need not be ashamed, even if he does sometimes err—as who does not?—I have the largest sympathy, and believe it the duty of everybody to encourage him.

If parents think their children have been wronged by the teacher, their best course is, after they have cooled sufficiently to use reason, to go to the sub-director and acquaint him with the facts as they understand them, and have him to consult with the teacher and hear his side of the story. After the sub-director has acquainted the parent with the teacher's version, it may be well for the teacher and parent to meet with the sub-director. In nine cases out of ten, unless the parent has committed himself against the teacher in the presence of the child, the explanation between the parties will be entirely satisfactory.—*G. L. Jacobs, County Superintendent, Iowa.*

DURATION OF THE LIGHTNING-FLASH.

SINCE the time of Franklin, the lightning-flash has been regarded as a gigantic electric spark produced in the atmosphere; the inquiry, therefore, involved the nature of the meteorological discharge, as well as of the spark artificially produced. Various attempts to determine the duration of lightning have been made, with varying results. Faraday observed it, without any instruments for measuring the time, which *seemed* to last for a second, but he was doubtful if part of the effect was not due to the lingering phosphorescence of the cloud. Decharme observed the lightning-flashes from a distant storm, which also appeared to last for from a half to an entire second. Prof. Dove employed a revolving disk with colored sectors, and satisfied himself that single flashes of lightning often consisted of a number of instantaneous discharges.

It is well-known that, when a rapidly-moving train of cars is illuminated at night by lightning, it seems to stand still, that is, the duration of the flash is so brief that no motion of the train is perceptible while it lasts. The wheels are sharply defined as if perfectly motionless, but if they had a blurred aspect we should know that the illumination lasted sufficiently long to render the motion perceptible. Prof. Rood extemporized a simple contrivance for observing lightning, which acted upon this principle. It consisted of a white cardboard disk, five inches in diameter, with a steel shawl-pin for an axis, on which it was made to revolve by striking the edge. He traced black figures near the circumference of the disk, and when it was in rapid motion these figures were sometimes seen as sharply as though they had been stationary, although they were often blurred as though the disk had moved through a few degrees during the act of discharge. He then cut narrow, radial apertures into the circumference of the disk, and observed the lightning through these openings. Here, again, the apertures were sometimes seen quite unchanged, but they were more frequently elongated into well-defined streaks some degrees in length. He afterward measured the average rate of rotation imparted to the disk in this way, and arrived at the conclusion that the lightning-flashes on the occasion referred to had a duration of about one five-hundredth of a second. Dissatisfied with the roughness of these observations, Prof. Rood arranged a small train of toothed wheels driven by a spring, which rotated a circular pasteboard disk with four open sectors. This instrument gave more regular and precise results; and, while it was shown that the flash sometimes lasts for a whole second, the suggestion of Dove was clearly verified that each flash "consisted of a considerable number of isolated and apparently instantaneous electrical discharges, the interval between the components being so small that, to the naked eye, they constituted a continuous act."—*Popular Science Monthly.*

COLERIDGE, when lecturing as a young man, was once violently hissed. He immediately retorted: "When a cold stream of truth is poured on red-hot prejudices, no wonder they hiss."

SOME very wise writer is trying to prove that Columbus did not discover America. But if he did not, who did? Or was it never lost?

Educational Intelligence.

MAINE.

The new school-house on Lincoln street, Lewiston, was ready for occupancy the first week in January, and yet they cry for more room. Lewiston is growing rapidly.

Hon. Nelson Dingley, Jr., Hon. Sidney Perham, Hon. A. M. Robinson, Rev. S. F. Dike, and Hon. James M. Stone have been elected Examining Committee of the State College for the ensuing year.

The Hallowell Classical Institute was dedicated January 14th, with appropriate exercises. Governor Dingley presided, and addresses were made by him, President Chamberlain, and others. Mr. Webb of Boston delivered an address in the evening.

The following are the Committee on Education this winter: Messrs. Burgess of Cumberland, Emery of Hancock, Foster of Oxford; Messrs. Corthell of Calais, Lord of Saco, Guptill of Gouldsboro', Denison of Poland, Rowell of Sebec, Moulton of Porter, Moulton of Scarboro', on the part of the House.

Freedom Academy begins its spring term February 24th, under the charge of that well-tried teacher, N. A. Luce. Mr. Luce proposes to introduce a teachers' class with an especial view to fitting teachers for our Free High Schools. We are pleased to see in the curriculum of studies, Free-Hand Drawing.

Mr. Eben Wentworth, for many years connected with the schools of Portland, has been elected Superintendent of the State Reform School. Mr. Wentworth enters upon his duties the first of February, we learn. We can only say that what is Portland's loss is Maine's gain. No one could be found who can bring to that difficult place the experience that Mr. Wentworth has had.

Mr. G. M. Bodge, of the Gorham Seminary, has been elected principal of the Westbrook Seminary. The people of Gorham will miss Mr. Bodge. It appears, however, to be his portion or misfortune to build up schools of the above description. Mr. Bodge was well located at Bethel, and about two years ago when Mr. Webb left Gorham, he took the school and has much increased its efficiency. Westbrook, we have been sorry to know, has been in a languishing state for the past few months, owing to its financial condition. It has had no school during the winter term. With the spring term, however, Mr. Bodge commences his labors, and with him there will undoubtedly be new life infused into the power of Westbrook Seminary.

The Examination and Graduation Exercises of the Normal School at Farmington, occurred Friday, January 16th. There were present, Hon. W. Johnson, State Superintendent, the Committees on Education from the Senate and House, also some of the Trustees of the Normal Schools, together with many of the citizens and their ladies.

One pleasing feature of the exercises was the expeditious manner in which the several recitations on the programme was carried out. This tended to keep up the interest of the audience. The topics were distributed by the teachers, and each scholar responded promptly to their names. The following programme was carried out in the forenoon:

Opening Exercises. B Class—Trigonometry. C and D Classes—Physics. Teaching Exercise. Sarah Gill, A Class. A and C Classes—Grammar. D Class—Arithmetic. B Class—English Literature. Select Reading. A Class—Astronomy. B Class—History. D Class—Geography. A and B Classes—Pedagogics. C Class—Chemistry. D Class—Reading.

At 2 o'clock P. M., the exercises of graduation occurred at Normal Hall. The exercises were opened by vocal music from the school, under the able guidance of Mr. C. A. Allen, teacher of music. We annex the programme:

Prayer—Rev. W. W. Baldwin.

MUSIC.

Essay—"Pestalozzi." Emma G. Gardner, Calais.

Teaching Exercise in Music—Miss Clara A. Allen.

MUSIC.

Essay—"Duty of the State in Relation to Education." Fred. W. Craig, Farmington.

Teaching Exercise—Lucia A. Turner, B Class.

MUSIC.

Essay—"A Word for the Children." Sarah Gill, Augusta.

Teaching Exercise—Mary A. Townsend, B Class.

Essay—"Horace Mann." John E. Case, North Livermore.

CONFERRING DIPLOMAS.

REMARKS.

Doxology and Benediction—Rev. T. H. Eddowes.

The several parts were very creditably rendered, which is sufficient to say. The graduating class, which numbered four, ranks fully as high as those who have graduated from the institution before them. The next term begins February 24th, and continues till June.

"——— Jen 19 74

"Mr. Thurston,

"Dear Sir. I was not awair that I was oing as large abill as I am and I want the Journaal stoped and I will send the amount due for I wish to stop it for it is of know use to me

"Yours Truly

——— ———

"please infom me if you receive this"

[How many more of the two thousand teachers who do not take the JOURNAL think it would be of "know use" to them? EDITOR.]

China Academy is now under the charge of Mr. G. J. Nelson, who is increasing the power of this old institution. The people, too, are interesting themselves to procure funds to repair and refit the building. Many talented men obtained their early education here. Among them are the Coburns of Skowhegan, Hons. Reuben and William Sibley of Belfast, Hon. H. W. Paine, of Boston, the Lovejoys, Elijah P. and Owen, the well-known anti-slavery member of Congress, now deceased, Boutelles of Waterville, James H. Hanson, Principal of Waterville Classical Institute, Ex-Sheriff Hatch, of China, Judge Rice, late President of M. C. R. R., Hon. Alfred Fletcher, of China, deceased, Hon. Timothy Thorndike, of Belfast, lately deceased, Dr. George Parcher, of Ellsworth, Wm. H. Healy, Esq., of Boston, Hon. A. G. Jewett, of Belfast, Harrison Baker, Esq., of Augusta.

At a meeting of the Boards of Bowdoin College, January 15th, Professor Chas. H. Smith, late tutor in Yale College, was elected Professor of Mathematics, in place of Professor Rockwood. Ex-President Hopkins of Williams College was elected to fill provisionally the chair of Mental and Moral Philosophy. The Department of Engineering is placed on a permanent basis and a determination made to secure $50,000 for its endowment. A more rigid system of expenditure, accountability, and collection of funds was made. Measures were taken looking to the harmonization or consolidation of the military and gymnastic exercises. Provision was made for a new recitation room in the south wing of the chapel. At the convention of the Boards in the evening the determination was expressed to endow the College and hold it up to its present standard, and $50,000 was pledged on the spot by members of the Boards, conditional upon $100,000 being raised by next commencement. The prospects of the College were never more encouraging.

MISCELLANEOUS.

Ten counties in Iowa have elected Female School Superintendents.

Photography is the latest study introduced into the Girls' High School in Boston.

Baltimore will receive no girls into the High School under 12, and Baltimore is right.

Mr. Thaddeus Fairbanks has just given to the St. Johnsbury, Vt., Academy a handsome building costing $51,000.

Gov. Dix has sent a marble bust of himself to Phillips Academy, at Exeter, N. H., of which institution he is a graduate.

There have been 101 pupils at the State Normal School at Framingham, Mass., the past year, representing six different States.

The term of Hon. J. W. Simonds, the third Superintendent of the Public Schools of New Hampshire, has expired. Before being Superintendent, Mr. Simonds had attained great success as a teacher. Daniel G. Beede, Centre Sandwich, N. H., is his successor.

Teachers of geography will take notice that hereafter Connecticut is to dispense with the luxury (?) of having two capitals, and must be content with Hartford alone.

A Circuit Court in Illinois recently awarded $100 damages to a young lady who was forcibly expelled from a high school for refusing to study one of the prescribed branches.

The New York State Normal School at Albany is prospering. The normal department opened with something over 300 students, and the model and primary department with about 100.

Detroit has invited the National Educational Association to assemble there next year. The invitation has been accepted by the President, S. H. White, who has named August 4th, 5th, and 6th, as the date of meeting.

The Boston School Committee, by a vote of 31 to 27, has decided to abolish corporal punishment in the High Schools, but the rattan and ruler are still applied in the other schools. They have also decided by a vote of 77 to 17 that the ladies elected at the last municipal election, shall become members of the Board.

The Superintendent of Public Instruction of Virginia reports that the financial condition of the school system is more satisfactory than it has ever been. The prosperity of the higher institutions during the past year has exceeded that of any previous year in the history of the State. The enrollment of scholars the past year was 160,859, against 166,337 the year before, a decrease of 5518.

QUERY BOX.

What is meant, or what were the "hawkes' bells" alluded to in Barnes' One Term History?

Who was first buried in Westminster Abbey?

A owes B a note of $240, ½ payable in 4 months, and ½ in 8 months. What is the present value of said note?

The above question will admit of two answers. The equated time for the payment of said note would be 6 months. The present worth of $240 due 6 months hence at 6 per cent is $233.009.

But discount the parts separately and a different result is obtained:

The present worth of $120, due 4 months hence is	$117.647
The present worth of $120, due 8 month hence is	$115.384
Add the two amounts	$233.031

I wish to inquire how this difference can be explained. Will some one explain? TEACHER.

In reply to the query in our last, Mr. Woodbridge says, that the letters F. and C. L., stand for Feudalism and Constitutional Liberty. Those letters were used understandingly by him, and for him alone; but now he "rises nd explains."

Book Table.

NEW PUBLICATIONS.

THE YOUNG PEOPLE'S HISTORY OF MAINE. By Geo. J. Varney. Portland: Dresser, McLellan & Co.

We do not recall but one other school history of a single State. We find our pupils well acquainted with the general history of the United States and also have a good idea of those States which were made the scene of operations during the war of the Revolution, and, at the same time, in almost total ignorance of the rest of them. We therefore recognize the good work that has been done in this instance, by presenting an *authentic* and at the same time interesting history of Maine.

Mr. Varney, a member of the Maine Historical Society, has laboriously gathered the data from which he has produced this book. He has made a comprehensive summary of all the leading events in the history of Maine from its earliest discovery to the final settlement of its boundaries in 1842. This work he has done in a faithful manner, as will be attested by any one who will carefully read the condensed account of all the numerous patents and proprietorships by which this territory was claimed. At one time there were six distinct governments in Maine, and the little village of Castine has been attacked seven times by armed enemies, and held at different times by five different nations,—Indians, French, Dutch, English, and Americans.

We may well be proud of the history of this State, and yet we *believe* that not one teacher out of a hundred can tell or knows the numerous circumstances that are similar to the one above. We notice mentioned such topics as "The Burning of Portland and Sacking of Bangor by the British;" "Gorges, the father of Maine Colonization;" "The Romantic Life of William Phipps;" "Ralle, the Jesuit Missionary and his Intrigues;" "Our Early Governors and the War about the Aroostook Boundaries."

We need not mention more; for we cannot fail by what we have said already to arouse your energies so as to conquer the history of Maine and place it in every school in the State.

TECHNICAL EDUCATION. By Charles B. Stetson. Boston: J. R. Osgood & Co.

Mr. Stetson, no less than Mr. Varney, is interested in the welfare of the rising generation. Mr. Stetson needs no introduction to the teachers of Maine. Permit us, however, to briefly enumerate some of the points of his excellent book, and you will, upon careful consideration, admit that only upon such a system of education shall we fully develop our industrial interests and elevate to the greatest degree our laboring classes.

The object of this essay is to show the necessity of establishing separate public schools, or engrafting upon our educational system schools, in which the coming mechanic, artisan, or agriculturist may learn not only the practical but the theoretical branches of his trade. In the introductory chapter he shows the remarkable changes that have taken place in the life of the laborer within the past fifty years.

Competition has become world-wide, and before the American artisan can compete with the foreign element, he must be educated in some way for his work. As we understand Mr. Stetson, he does not mean that these studies should do away with the old studies, but that the time devoted to them should be so economized that there would be time left for these important studies; furthermore, that special instruction in the particular arts and manufactures should be given by schools founded expressly for the purpose.

In support of these views and his position, he reviews the methods provided in Europe for giving those who may desire such a technical education and the results obtained from these schools as gathered from the official reports. A great amount of information is conveyed in these facts and figures thus collated, and cannot fail to be suggestive and full of interest to the thinkers of the times.

We have not the time to make extracts from this book, but we recommend it to the careful attention of our fellow-teachers.

THE VOICE AND HOW TO USE IT. By W. H. Daniel. Boston: J. R. Osgood & Co.

Many books have been written on this subject, but we have seen none which we understood as well as this. We know nothing of music, but we think this book well read would change some styles of singing.

THE INTERNATIONAL SINGING ANNUAL. By Phillip Phillips. New York: A. S. Barnes & Co.

This little book is designed to meet the constant demand for new music in the Sunday School at a low price. Price, post-paid, 25 cents.

THE LIFE OF EDWIN FORREST, the Great American Tragedian, by James Rees (Colley Cibber), is now in press, and will be published in a few days, by T. B. Peterson & Brothers, Philadelphia. The author, Mr. Rees, was not only a warm admirer of the tragedian, but a long-time friend; one of the few men who understood Mr. Forrest not only professionally, but socially. The work will contain a full and complete history of Mr. Forrest's life, from the time of his birth, until the time of his death, as well as many anecdotes and incidents which have never been collected nor published before. It will be published in one large duodecimo volume of near six hundred pages. The work will contain a portrait of Forrest, engraved on steel, in the finest style of the engraver's art, from the last picture for which Mr. Forrest sat, and which he pronounced to be the best portrait ever taken of himself, as well as a copy of his autograph, and his last will in full. The work will be bound in morocco cloth, gilt back, and be sold to subscribers at the low price of two dollars a copy. Address all orders and letters to the publishers.

We are indebted, to Mr. George W. Childs, Philadelphia, for a copy of the PUBLIC LEDGER ALMANAC for 1874, which is filled with useful information; Messrs. J. R. Osgood & Co., Boston, for a copy of the ATLANTIC ALMANAC for 1874, which is the least expensive of all almanacs for its cost, fifty cents; Hon. J. W. Eaton, U. S. Commissioner of Schools, for CIRCULAR OF INFORMATION OF THE BUREAU OF EDUCATION, No. 5.

We have also received the following pamphlets:

REPLY TO CRITICISMS ON BENSON'S GEOMETRY. By L. S. Benson.

THE SCIENCE OF PENMANSHIP. By H. A. Muman.

THE FUTURE OF THE REPUBLIC. By J. A. Garfield.

REPORT ON COMPULSORY EDUCATION. By D. A. Hawkins.

FIRST CATALOGUE OF THE COLLEGE OF FINE ARTS. Syracuse University.

CATALOGUE OF TUFTS COLLEGE. Somerville, Mass.

ORDER OF EXERCISES of the twenty-ninth annual meeting of the R. I. INSTITUTE OF INSTRUCTION, at Providence, R. I., January 22d to 24th, 1874.

OUR EXCHANGES.

THE AMERICAN EDUCATIONAL MONTHLY was received by us promptly upon the first day of the New Year. We need not add that it is just what you would expect, since it is so promptly issued; and yet the short item at the bottom of page 27 is nearly as antiquated as the item that was laid to our charge some time since.

THE CHICAGO TEACHER has a hearty welcome upon our list. It is gaining an almost enviable position among the staid old monthlies, and there begins to be a shaking of "dry bones" among them. We hope to be excused.

THE NATIONAL NORMAL presents the most valuable educational intelligence of any of the journals we receive, and is welcomed by us, because we hear so wide a field.

THE NEW YORK STATE EDUCATIONAL JOURNAL has not been received by us since the volume began, until the January number. We are glad to learn that it has begun its second year and is bound to live.

THE NEW YORK INDEPENDENT of January 14th says in its editorial columns: "There is no truth whatever in the reports published in the daily papers that the Independent has been sold. No change whatever has occurred in its proprietorship or editorial management, and there is no prospect of any. It is true, however, that several very flattering and unsolicited proposals to purchase the paper have recently been made to us, from highly respectable parties; but they have all been respectfully declined."

THE COLLEGE COURANT, New Haven, Ct., has reduced its terms from $4.00 to $3.00 per year. It is an ably conducted paper, and has a highly influential corps of scientific and literary correspondents.

THE KENNEBEC JOURNAL, during the session of the legislature is especially valuable to those who wish an accurate statement of its transactions.

THE NEW YORK OBSERVER reached us at the beginning of the year; but owing to the mailing, no doubt, we have received the first number only. Every department of that paper was fully equipped at the beginning of the year to make the Observer a still stronger power in our land. It is read by all denominations and has all information of every moment of interest in any church throughout the world. It is especially well provided with good correspondents who write short articles and to the point.

THE LEWISTON WEEKLY JOURNAL furnishes more news than any other paper published in the State; it not only is well supplied with all matters of interest in the State, but its review of Congress, the markets, and the agricultural department make it especially attractive.

THE PORTLAND TRANSCRIPT is one of the best literary papers on our list, and maintains its good reputation for keeping the news and interests of Maine prominently in the foreground. Its operations in chromo premiums are all that it promises—*reliable.*

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

HARPER'S for February, of course was on hand early in the month. You could be almost sure that the heavens would fall if the 20th did not bring Harper. It gives us this month an article on "Pottery and Porcelain," which is well supplied with illustrations that fully explain the article. There are also three other illustrated articles. The stories are good, and the two little poems are bright gems; but for us, the "Song of the Redwood Tree" fails as much in its poetry as the rest of the poems of Walt Whitman fail.

LIPPINCOTT'S MAGAZINE for February has a good list of interesting and attractive articles. In this number Mr. George McDonald's long-promised serial story, "Malcolm," really begins. It is brimful of the Scotch humor. Its characters are skillfully and clearly drawn. It is altogether a most stirring and captivating story, one of the author's *very best.* The continuation of "The New Hyperion" maintains the universal interest already created. "A Western Seeress," by Will Wallace Harney, is a graphic and curious piece, descriptive of adventures illustrative of the faculty of second sight. "How we Met," is a charming story, by the author of "Blindpits." "Kismet," an Eastern poem, by George H. Boker, will command universal attention. "The Romance of a Tin Box," by Louis A. Roberts, is, as its title indicates, a very amusing story. "Our Monthly Gossip," in the February number is equal in style and variety to any of its predecessors.

THE GALAXY we received too late for our January issue. It begins its seventeenth volume with an extra good number. Among the contributors are Justin McCarthy, Dr. Guernsey, Richard Grant White, Judge Black, and others. The departments of Literature, Science, and Miscellany are, as usual, the choicest portion of the magazine.

ARTHUR'S ILLUSTRATED HOME MAGAZINE, and THE CHILDREN'S HOUR. The first number of the forty-second volume of Arthur's popular household magazine makes a fine appearance in its new dress; and its rich and varied contents show that its publishers are determined to keep it up with the advancing thought of the times. Especially do we prize Arthur's publications for the noble stand they have always taken on the side of Temperance, Christian morality, and all true reforms—condemning, as they do, without fear or favor, whatever is hurtful to society—the kind of reading now so much needed in the homes of our land to counteract the bad influence of the great mass of pernicious literature so widely circulated and read at the present day. We have not received the first number of the Children's Hour, but presume that it also appeared in an improved style and with many new attractions. Superior steel engravings given as premiums with both magazines. Home Magazine, $2.50 a year; Children's Hour, $1.25. Discount to clubs. Both magazines, with pictures, $3.25. Send ten cents with each subscription for mailing premiums. T. S. Arthur & Son, publishers, Philadelphia, Pa.

ST. NICHOLAS for February opens with a charming little poem by W. C. Bryant. The stories begin with a well-told tale of the middle ages, "Bianca and Beppo," by J. S. Stacy, full of the flavor of youthful chivalry, and illustrated by a most exquisite engraving by Miss Scannell. C. S. Stephens, who has written so much for "Our Young Folks," describes a "Moose Hunt in Maine." This number of St. Nicholas, like the last, while it keeps its individuality in every particular, shows a decided disposition to accept freely every advantage offered by its late absorption of "Our Young Folks." The old readers of the latter magazine will recognize several of their favorite authors in this number of St. Nicholas, which, by the way, abounds in illustrations, there being no less than fifty pictures in it, all of them good, and some of them remarkably fine.

THE POPULAR SCIENCE MONTHLY has a sketch of R. A. Proctor, illustrated with a portrait, and twelve other standard articles from the pens of C. A. Young, Herbert Spencer, President White, R. A. Proctor, and Rev. Samuel Lockwood. Its correspondence and miscellany are excellent. One of the best numbers yet.

LEISURE HOURS, Volume I. No. 1, is a new candidate for public favor, a monthly magazine devoted to popular literature, and published by E. Upton & Son, Bath, Me. Terms, one copy one year, $1.00.

THE COTTAGE HEARTH, Volume I. No. 1, is a monthly journal of home arts and aids, home life and leisure. It presents quite an attractive appearance, and will undoubtedly obtain its share of patronage. Published by Miliken & Gould, 21 Bromfield street, Boston, Mass. $1.25 a year.

OVERLAND MONHTLY we gladly welcome among our exchanges. It has become, as it deserved, one of the best, and leading monthlies of the United States.

DIAMONDS IN BRAZIL. We have been gratified by a visit from H. M. Lane, Esq., the agent for Ayer's Pills, Sarsaparilla and Cherry Pectoral, in South America, who has just visited the mines with his medicines, and described to us the process of taking gems from the earth. A driver places his gang of slaves in a mudhole, where the gems are found, and pans out the earth in the water, like gold washers. The negroes are naked, to prevent their secreting the diamonds in their clothes. They are required to work facing their overseer, and forbidden to raise a hand to the face, lest they should swallow the jewels when found. Yet they do carry them away, by becoming so expert that they can snap them with their fingers from the pan to their mouth, without detection. Ayer's medicines are the talismans for their diseases, and it was not difficult to exchange, with the negroes, Ayer's Pills in about even weight, for the rough stones in which the brilliants are holden.—*Boston Leader.*

A Marvelous Combination of economy, taste, beauty, sentiment, and artistic merit! A Year's Subscription for DEMOREST'S MONTHLY MAGAZINE, and the large and beautiful oil Chromo, "The Old Oaken Bucket," presented as a premium. See the announcement in another column.

The People's Illustrated Weekly—"TO-DAY"—offers three beautiful chromos as premiums to subscribers. See advertisement.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary ($12.00).*

$8.50. *Littell's Living Age ($8.00). Lippincott's Gazetteer of the World, bound in Sheep ($10.00).*

$8.00. *Contemporary Review ($7.50).*

$5.50. *Webster's National Pictorial Dictionary ($5.00). Popular Science Monthly ($5.00). The Nation ($5.00). Aldine ($5.00), the very best ART Journal in the country, 2 splendid chromos to every subscriber for 1874.*

$5.00. *Eclectic Magazine ($5.00).*

$4.75. *Atlantic Monthly ($4.00), Harpers' New Monthly ($4.00), Harpers' Weekly ($4.00), Ladies' Bazar ($4.00), Scribner's Monthly (4.00), The Appletons' Journal ($4.00), Old and New ($4.00), Lippincott's Magazine ($4.00).*

$4.00. *The Scientific American ($3.00), or New York Independent ($3.00), St. Paul ($3.50).*

$3.85. *Demorest's Illustrated Monthly Magazine ($3.00) and a Chromo, "The Old Oaken Bucket."*

$3.75. *Godey's Lady's Book ($3.00), and Chromo, "True to Nature," St. Nicholas ($3.00).*

$3.50. *Phrenological Journal ($3.00), Arthur's Home Magazine ($2.50), and a beautiful $5.00 engraving, entitled 'The Christian Graces,' Good Words ($2.75), Sunday Magazine ($2.75).*

$3.25. *Portland Transcript ($2.00), Oliver Optic's Magazine, weekly or monthly ($2.50), N. Y. School Journal ($2.75).*

$3.00. *Peterson's Ladies' Magazine ($2.00), Herald of Health ($2.00).*

$2.50. *The Chromo, "Yo Semite," and Wood's Household Magazine ($1.50), National Sabbath School Teacher ($1.50), The Nursery ($1.50), The American Agriculturist ($1.50), Education Abroad, by B. S. Northrop ($1.50).*

$2.40. *Arthur's Children's Hour ($1.50).*

$2.00. *Wood's Household Magazine ($1.00), or National Normal ($1.50).*

$1.90. *The School Festival (.75).*

THE MAINE

JOURNAL OF EDUCATION.

Vol. VIII. MARCH, 1874. No. 3.

STATE AID, WHAT SHALL IT BE?

AMONG the legislators of Maine there has seemed to be a tendency for several years to ignore everything in the higher grades of schools, except State Normals, Agriculturals and Classicals. Into *these* our legislatures have never wearied of pouring the public funds; for these special committees have been sent all over the State to select proper places for their location. Fine and expensive buildings have been erected—splendid apparatus has been furnished. Repeated demands have been made to carry on the work, and again and again the public purse has been opened. The result is, we have established several first-class *local* schools. We have placed the best teachers in the country in charge of them, and many excellent scholars are going from them every year. Few of those, comparatively, who graduate, enter upon the work of teaching, fewer still make it a permanent vocation. Now we are all proud of our Normal schools, and every tax-payer is willing to support them. Only once in a long while, we who live in distant counties (distant from Castine and Farmington) have our complacency disturbed by some benighted and troublesome party who asks, "What return are we getting for all the money we are paying into these schools?" and then rises to explain. "Gentlemen, we in York and Cumberland counties are paying nearly or quite one-sixth of all

the tax of the State. What return? I can educate my son at either Bowdoin, Colby or Bates, and give him the benefit of a scientific and classical course, besides preparing him quite as well for the work of teaching. I can do the same for my daughter at Westbrook or Kent's Hill—all this at less cost and far more conveniently than at either of our Normal schools. What return do I get for my taxes paid to support these schools? They are STATE institutions only in name; in every other particular they are simply and solely *local* schools. Now there are many other local schools in Maine, but unfortunately, these are also local in *name*. Here for instance, is 'Old Bytown Academy' founded seventy years ago, and supported ever since by tuition and private contributions. This school has included in its patronage the pupils from ten towns; some of the best men in the country have gone out from its halls; nearly all the teachers in these towns have been educated here. For many years the entire income of the school has been expended for instruction. The patronage of the school has constantly increased; the attendance is now so large that new buildings are absolutely necessary in order to keep up with the demands of the times. We have repeatedly laid our case before the legislature, and have at the same time applied for assistance in keeping up the standard of our school. Late years we have been *respectfully refused* in terms which might well make us feel that we have been respectfully *insulted*. At the same time that our modest claims have been laughed at, the 'committee' has turned round and lavished our money upon those so-called State schools with liberal hand. Where is the justice? where the consistency here? What return? The last time we applied the committee and '*others*' gave us some good advice (*they* said). They advised us to turn our property over to the State, and make a 'Free High School' of our Institution. This, after much opposition, with many misgivings, we foolishly consented to do. We took our remaining fund, which had been left by the founder of the school as a special revenue for the salary of teachers. We took this fund and built a new schoolhouse; although several of the trustees resigned and called the transaction a fraud, we knew the legislature had *legalized* it and we were safe. Well, gentlemen, you know the rest; how everything went on nicely till the town refused to vote more than half the money to our part of the town, and we share now with North Bytown. Moreover

the standard had been placed so high by the superintendent, that out of seventeen that applied for admission, only five were found qualified, and the others, though very deserving otherwise, were turned away, and parents of course couldn't see the justice of it all. Outside our town we had no right to receive patronage, or if received, it did not increase our salary, so that each town that had patronized our school, got up its own 'Free High School' sometimes two or three in a town. Now what is the result of all this? We have lost 'Old Bytown Academy;' in its place we have a dozen schools kept by the same teachers and in the same manner as district schools, we have Arithmetic, Geography, and Grammar, and sometimes Algebra. The emulation which springs from placing the best and most earnest students of many towns in competition,—the benefit coming from mingling with large numbers of superiors or equals,—the influence of the learned and cultivated teachers, and last, but not least, the *prestige;* all these are gone." At this stage of his speech the troublesome party is generally interrupted and the meeting is adjourned *sine die.*

These questions may not be pleasing to consider; it is very hard to find an answer to them. There are many Bytown Academies in Maine, many places where the policy of our educational leader, has killed a good school and established a half dozen poor ones in its place; no number of poor schools can be equivalent to one good one.

Our worthy superintendent thinks that academies and seminaries have acted their part, and are things of the past. If this is true, what is to take their place? The experience of the last year answers that question; certainly *not* "*Free* High Schools." It is easy enough to sit in the State-House and make up one's mind, or after having visited the larger cities and towns to reckon from that stand-point, that academies have lived their time, but it is another thing to make people believe it. Every one who gives the subject attention will see that in Maine, at least, our academies and seminaries are about all the means we have, of preparing teachers for their work.

Now we have in our State very many of these institutions situated as the needs of the several communities directed. These schools are so located as to reach nearly every district school in the State, most of them maintain a teacher's class already; they certainly educate the great body of the teachers. Now let the State, instead of

squandering a hundred thousand on Free High Schools, pay the same into these institutions, or most of them, and thus enable them to employ a real Normal teacher and to make the "teachers' class" a reality. We should thus create a demand for Normal teachers, that would fill up our two State schools to their utmost capacity, and would keep our better grades of teachers in our own State, would disseminate new ideas and methods of teaching, and serve to bring out the best resources of Maine, (i. e., her Men and Women).

Then when these schools are established we will put them under the immediate supervision of the State superintendent, and his assistants, thus supplying a need which has been felt in Maine for several years, "*something to supervise.*" The fact cannot be put out of sight, that our common schools are sadly in want of better teachers and better supervision. Teachers are ill-paid but the labor of the committee-men is mostly a work of charity, and we get a quality of service according to the pay. It has seemed to me, if our educational committees should spend less time on such trivial matters as State uniformity,—Free text-book, and compulsory attendance, and more in helping to relieve the immediate needs of the people, by giving them a better system of instruction, and a better set of teachers,—the interests of popular education would be better served, and our committees would stand in better light before their constituents, and before the whole community. G. M. B.

SELF-RELIANCE. There is nothing more liable to result in the successful career of a young man than confident self-reliance. It is astonishing how much more a youth will accomplish who will rely upon himself, than one who depends upon others for assistance. Having first ascertained the direction in, and the means by which his object is to be reached, let him put his whole energies to work, and with unflagging industry press forward. The young man who, instead of rising at 5, sleeps till 7 or 8, and who spends his evenings on the corners, or in the companionship of those who are wanting in laudable ambition, rarely ever wins a position of honor or achieves a reputation above that enjoyed by the common masses.

HE who after a loss, immediately, without staying to lament it, sets about repairing it, has that within himself which can control fortune.

DO WE NEED COUNTY SUPERINTENDENTS?

FROM the best educational authorities we learn that the present great progress in education is due to the organized system of Supervision. Dr. McCosh considers that Canada, Great Britain, and even Ireland, will soon surpass our American systems of schools, because they have placed supervision on such an efficient basis.

The Western States are fast surpassing some of their Eastern Sisters merely because they have adopted such a system of County Supervision as to head in the many shoots that are so constantly making dead wood for us, instead of being those shoots that should bear bountiful fruit in due season. Without Supervision, the tendency of all work is to drift to the lowest level. So also the gratuitous services of our so-called School Committee produces the poorest results; therefore, above all things, pay well the Superintendents and demand the best results, and with competent supervision all work tends to struggle up to the highest level of attainment.

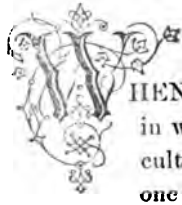
Supervision in our American system of schools is, or should be, as follows: National Commissioner of Education at Washington; State Superintendent of Public Instruction; County Superintendents; City Superintendents. This system is complete in a number of States,—such as Illinois, Michigan, and Missouri.

We suffer, as many other States, for the lack of the County Superintendent. Some of our City schools are excellent because of a Superintendent, but the rest and our country schools are suffering for want of a like supervision. Do not cry out against us, friends, who are laboring in the country schools, for we know your trials, your hardships, and your many misgivings. We appreciate the work you are doing, although few it may be who come under your immediate eye; yet the more effective is your influence. We wish by the means of Superintendents to aid you in your work, and make the path of school life more pleasant and agreeable for you.

Consider then these few duties that we would assign to these Superintendents, and see if there is not some need of them, and that we need them to be especially live, active, and capable men. The duties of the Superintendent, then, should be to confer with the

State Superintendent, with the School Committees of the various towns and cities in his district; to examine the teachers, and award the certificates to the competent ones, and this examination should be in the classification of schools, in the assigning of lessons, and in the knowledge of the branches required to be taught; to visit schools in order to see if they are properly graded; to see if the modes of instruction are apt, and lastly to hold Institutes and deliver lectures on educational topics to the teachers. Do we not need something of the kind in this State? Surely, our last County Superintendents did much for the State, although many fell by the way.

CLASS MANAGEMENT.



WHEN we are asked to give our opinion, either verbally or in writing, respecting class management, we find it difficult to give good and satisfactory reasons why we use one method of conducting recitations rather than another; yet the subject should receive the careful study of every teacher. We may call upon our pupils to recite either by turn or promiscuously.

But which is the better? Let us notice some of the advantages and disadvantages of each. From the time we began to attend the public school until we left it, five years ago, we do not recollect of any teacher conducting a recitation other than by the consecutive or "turn" method.

The first advantage of the consecutive method is its *rapidity*. No time is lost in designating the pupil to recite, and every one knows when it is his turn and is, or should be, ready to respond. The recitation proceeds rapidly, and as mechanically as clock-work.

The second advantage is that it is *easy for the teacher*. He is relieved from the trouble of selecting and designating the pupil to recite; and can devote all his time and attention to the lesson and recitation.

The third advantage is in its certainty that each pupil will have an opportunity to recite. If we begin with the first pupil and question each one in order, every pupil will have the benefit of being

questioned; and if we begin with the proper pupil, each member of the class will have an equal number of questions to answer, or topics to recite upon.

The chief disadvantage of this method is, that pupils will not prepare themselves properly on the whole lesson, but will study those portions which they think they will more likely be called upon to recite, and therefore get a very limited knowledge of the subject. We once knew of a class who would learn the answer to every fourth or fifth question, according to the number in the class, the one at the head answering the first question, the second the next question, and so on, each pupil studying only the answer to the question which would come to him by turn. Occasionally they would stumble a little, but they would soon right themselves and the recitation proceed admirably!

Another disadvantage is, that the class will not give proper attention to the recitation. While number one is reciting, number eight is thinking of the game of ball at recess, or planning a fishing excursion for the next holiday, and he will not be roused from his slumbers or know anything of the recitation until number six or number seven is reciting, and then, after he has answered *his* question, he is indifferent until it is his turn again; and very likely he exercised his ingenuity and spent more time to ascertain the questions he will probably be called to answer, than in studying the subject of the lesson and getting it understandingly.

Another disadvantage to the turn method is, that it does not test the pupil's knowledge of the lesson sufficiently. He recites that portion of the lesson that comes to him by turn; he may recite well; but perhaps it is not, and the teacher may know that it is not, the most profitable part of the lesson for him to recite upon; that there are other portions which he does not fully understand, or has not studied faithfully. The revolving recitation may bring the only question or topic to the indifferent pupil which he can answer; and thus he may be tempted to trust to good luck next time.

The first advantage of the promiscuous method is, to obviate the last disadvantage named in the turn method. By calling upon the pupils promiscuously, we may select any pupil we wish; question him upon that portion of the lesson we think will be most beneficial to him; ascertain if he has studied his lesson faithfully, and if he

understands it; not only find out what he knows, but also what he does not know; give the idle pupil an opportunity to show the results of his idleness, and the pupil who has been assisted, to review. In this way the recitation may and should be made a thorough test.

Another advantage is, it necessitates an entire preparation of the lesson. The members of the class do not know what part of the lesson they will be called to recite, nor how much, and therefore they must prepare themselves on the whole.

Another advantage is, it secures and holds the attention of the entire class. When the teacher asks a question or gives out a topic (which he should do before calling or even glancing to the pupil he wishes to recite), every one must give his attention and be on the alert, and the teacher may keep them thoroughly waked up, by calling upon another pupil to proceed with the recitation, beginning at the right point, or to make additions or corrections, as the case may be; in this way and by sharp and incisive questions he may have the attention of the entire class, and make the recitation more interesting and profitable than he possibly can by the consecutive method.

But the easy and superficial teacher will not give the pupils an equal opportunity of reciting. They are apt to assign the greater portion of the recitation to the brighter pupils, and the easy tests are given to the dull and backward.

Sometimes, especially in large classes, pupils are omitted, and do not have an opportunity to recite for several days, and sometimes we have thought that they were omitted purposely, this being the case when visitors are present, as in public examination.

A severely thorough teacher will, on the other hand, give the most difficult questions to the mentally feeble ones and have them do the most of the reciting.

Thus have we given a few of the merits and demerits of the two methods of conducting recitations; we might give more, but will only add, in closing, that the easiest plan of avoiding the defects of either method is to combine them, and let the pupils recite in turn, *except* when we designate another pupil.

If these instances are sufficiently numerous the attention of the class will be held as by the promiscuous method.

Whenever the pupil discloses an imperfect understanding of the subject, ply him with questions. A little practice will enable the

skillful teacher to combine these methods successfully, with either method; have the pupils stand when they recite, if they do not say more than three words. A. L. H.

OUR LANGUAGE IN ITS ELEMENTS.

THERE has been much unprofitable speculation with regard to the origin of Language. Theories of invention, development, etc., have been devised with more or less ingenuity; but with all due respect for the abilities of philologists, I must say that I find nothing on this point more satisfactory than the account given by Moses, Gen. ii: 19, where we are told that "Out of the ground the Lord God formed every beast of the field, and every fowl of the air, and brought them unto Adam *to see what he would call them;* and whatsoever Adam called every living creature, that was the name thereof." From this, it is evident that the first words employed in human speech were nouns. In this paper I propose to consider this class of words in our own language.

Spinoza, in his Hebrew grammar, says that all words in that language are nouns. The same has been observed to be the case with other languages, and I have no doubt that if we attend carefully to the meaning of the word noun—a name, and its application, not only to whatever may be an object of perception, but also to every idea of which we may have distinct, mental cognizance, we shall find this class of words in our language, far more comprehensive and important than is generally represented by grammarians. Assuming that it includes all names of objects or events of which we have cognizance through the physical senses, let us not forget that the mind has just as distinct notions of the relations in space and time which these objects and events have to others, as it has of the objects and events themselves. The words that represent these ideas of relation and suggest them to our minds, are then as clearly nouns as are the names of sensible objects. If I say, *The book is* ON *the table,* the word *on* expresses an idea of relation which exists clear and distinct in my own mind, and suggests the same idea with equal clearness to the minds of others. If I substitute some other word denoting relation,

and say, *The book is* UNDER *the table*, I shall change the meaning of the sentence as essentially as if I had substituted the name of some other object, and had said, *The* LAMP *is on the table.* We have as distinct notions of the relations named by the words *on* and *under*, as we have of the objects named by the words *book* and *lamp.* We have these notions also early in life, and we acquire them in the same way that we gain our ideas of external objects. If I tell a child just learning the names of familiar objects that my book is in the desk, and ask it to bring me the same, I should be as much surprised to find it returning empty-handed, having looked on the desk and not within it, as I should be if it came back bringing a letter instead of the book. It is as likely to mistake the name of an object as the name of a relation. Thus we see that prepositions are but a variety of nouns; but these relations, so various and distinct, are the result of motions which are equally distinct, and which are in a similar manner, distinguished by names. Every action of ourselves and of others, every operation of Nature, and every movement which we observe in the world about us, as well as all the activities in the world of thought and feeling within, independent of the agency which produces, without regard to the aim or object in view, all these are comprehended in the mind as ideas having their representative names by which they are communicated to other minds, thus giving us another variety of nouns. The verb properly expresses existence. All other forms of it are either nouns substantive or nouns adjective—either name an action or show the circumstances and conditions of being. If I say, "The man walks," "The bird sings," I name the different actions as definitely as I do the agents themselves. I do not criticise the time-honored and convenient distribution of words into "Parts of Speech." We cannot dispense with it either in studying or in teaching our language, but when we have become familiar with distinctions and the classification founded upon them, it may not be without profit to glance at the analogies and identities that rule in all forms of human speech.

I. B. C.

THE man who is obliged to earn the necessaries of life and supports his family, knows not the unhappiness he prays for when he desires wealth and idleness. To be constantly busy is to be always happy.

THE VEGETABLE KINGDOM.

EVERY enlightened individual admits that it is desirable for children to obtain some knowledge of the Book of Nature while attending the common school. In some schools elementary text-books on Natural History are used with good results, but there are many, very many, country schools in which no effort has ever been put forth by teachers to interest the scholars in this most important study. To such teachers I will present one simple method which may prove of value.

Write upon the blackboard, each day, the name of some curious plant and give the children a description of it. Descriptions of such plants as the following will prove interesting: The Compass flower, Ink plant, Fly-trap, the Papyrus, Black Pepper, Tea plant, Rose of Jericho, Cleansing Nut, Indigo plant, Pitcher plant, etc. It is not necessary to give Botanical names. Of course you can not obtain specimens of the above plants, but if possible procure pictures of them and exhibit to the class. Your descriptions if well given will prove interesting without these aids.

After your list of plants is exhausted make out a list of trees; the following are good for this purpose: Palm tree, Traveler's tree, Indian Fig tree, Cow tree, Bottle tree, Upas tree, Olive tree, Bread Fruit tree, Cannon Ball tree, etc. When a sufficient number have been placed on the board or when the teachers' stock of information is exhausted, it is well to close such exercises with having the children learn some general facts to recite together. The following questions and answers will give the idea:

Teacher. "What are flowers the alphabet of?"

Class. "Flowers are the alphabet of angels; whereby they write on hills and fields mysterious truths."

Teacher. "What are flowers an emblem of?"

Class. "Flowers are an emblem of the life of man. 'As for man his days are as grass: as a flower of the field so he flourisheth. For the wind passeth over it and it is gone.'"

Teacher. "What is life?"

Class. "Life is a flower-garden in which new blossoms are ever opening as fast as others fade."

Teacher. "What does our Saviour say about lilies?"

Class. "Consider the lilies of the field how they grow; they toil not, neither do they spin and yet I say unto you that Solomon in all his glory was not arrayed like one of these."

Now let them commit to memory some pretty piece of poetry about the trees or flowers; and you will find (in after days) that you have laid the foundation in the souls of your pupils for all that is lovely, true and beautiful.

Be sure and review each day. Call on the the children to recite in this manner: "Frank may give a description of the Cow tree." "Nellie, please tell us about the Traveler's tree." Encourage the children to use their own language.

Teachers may say that they have no *time* for exercises like the above. I say *take* time. It is not necessary to make it a separate class exercise. Let it come in at the end of the Geography lesson. The children will be so eager and interested that it will surely repay you for a little extra trouble.

Some may say that they have no chance to obtain the necessary information as they do not live near libraries. To such I would say collect your own information. You have, or should have, access to the leading newspapers and periodicals of the day. You can cull something of the kind from nearly every family paper published. Be on the watch, and when you find a description of a curious plant or tree note it down; and when you have material enough sort and classify it to suit your school.

Again, others may say that it is better to teach children something in regard to the trees and plants nearer home. Very good. This should not be neglected. They should be encouraged to bring leaves and flowers to school, and should be taught to classify and analyze the same; but this need not prevent them from learning more. Descriptions of the strange forms of vegetable life found in distant lands have to the young all the fascination of fairy tales, and teachers are certainly excusable if they use such aids to awaken, interest and arouse the minds of their pupils. It is astonishing how much information of this character children will acquire in the course of a short term of school. And what is better they seldom *forget* what they thus learn. The impressions made upon their minds are lasting. I have had scholars who could give, in well chosen language, descrip-

tions of plants and trees by the hour. Any live, enthusiastic teacher can secure the same results.

The effort of collecting the required information will prove a benefit to the teacher. It is possible, and highly desirable, for teachers to improve in a corresponding ratio with scholars. "Teaching we learn and giving we receive." Teachers, as a class, are too apt to neglect mental culture, and any exercise which causes them to feel their own need of information is of value.

ELIZA H. MORTON.

IT NEVER PAYS.

It never pays to fret and growl
When fortune seems our foe;
The better bred will push ahead
And strike the braver blow.
For luck is work,
And those who shirk
Should not lament their doom,
But yield the pay
And clear the way,
That better men have room.

It never pays to foster pride
And squander pride in show;
For friends thus won are sure to run
In times of want or woe.
The noblest worth
Of all the earth
Are gems of heart and brain,
A conscience clear,
A household dear,
And hands without a stain.

It never pays to hate a foe,
Or cater to a friend;
To fawn and whine, much less repine,
To borrow or to lend.
The faults of men
Are fewer when
Each rows his own canoe;
For feuds and debts
And pampered pets
Unbounded mischief brew.

It never pays to wreck the health
In drudging after gain,
And he is sold who thinks that gold
Is cheaply bought with pain.
A humble lot,
A cosey cot,
Have tempted even kings;
For stations high
That wealth will buy
Not oft contentment brings.

—*Phrenological Journal.*

Poisoning by Plants and Insects. A standing antidote for poison by oak, ivy, &c., is to take a handful of quicklime, dissolve it in water, let it stand half an hour, then paint the poisoned parts with it. Three or four applications will never fail to cure the most aggravated cases. Poison from bees, hornets, spider bites, &c., is instantly arrested by the application of equal parts of common salt and bicarbonate of soda, well rubbed in on the place bitten or stung.—*Boston Journal of Chemistry.*

WHAT DEPTHS OF NONSENSE WE WADE THROUGH.

R. MAHONEY will be the death of somebody yet His *Chicago Teacher* cuts like a two-edged sword Hear this:

It is appalling to think what depths of nonsense we have waded through during the last decade of educational revival in this country. We are not yet recovered from all our educational eruptions, but it is consoling to think that we are convalescent. We had calisthenics once; we had it bad. Knowing now that those forced physical exercises are injurious, as the action of any organ under improper circumstances is injurious, we wonder how people could have been so insane as to put children through a spiritless routine of aimless motions. We have been foolish in our day; we have had on the gloves; we have gone through the folly of fencing. But we are proud to say that we never led a roomful of children in physical exercises; we never made ourselves ridiculous before our pupils by sparring at space, or striking immensity below the belt. The best medical authorities state that the physical exercises of our schools are not only useless for health, but positively injurious to it. It is gradually dawning upon people that exercise, to be beneficial, must be exuberant, spontaneous, voluntary, self-suggested. So much for physical exercises.

The second species of folly which we have outgrown is phonics, or *fonicks*, as the science is more appropriately designated. It was the plan some time ago to indicate the pronunciation of words by means of alphabetical equivalents and arbitrary marks whose appearance were enough to frighten the Danes. For example, the word *exactly* according to the phonetic fools, would appear as *eggzaktlee*. Other words would appear in masks still more grotesque, but the resources of our printing-house are not sufficient to represent them. Suffice it to say that the frightful appearance of fonick follies in the English language, which the written work of our pupils presented, put so many of them into spasms and convulsions, and brought on the rickets in so many cases, that the experiment was given up as a philosophical but injudicious undertaking. But the written phonetics was innocuous compared with the oral phonics which our teach-

ers were compelled to indulge in by the command of the reigning powers. With explosive utterances of *oh! ah! oo! aw! ow! awow! eeawow! eeawowawugh!* the teachers made themselves so conspicuous on the streets that they were arrested on every corner by a druggist's clerk, who gallantly offered them a seidlitz powder to settle their stomach. We do not now phonick so much as we phonicked phormerly. The truth is that phonic analysis, as an aid to pronunciation, is simply a waste of time.

If we wish to teach a child a certain sound, the best plan is to make him repeat a number of words in which that sound is an essential element. If a child says *dis* instead of *this*, let him be ordered to say *those, these, them, that, there, then, thy, beneath, bequeath*, etc., till he catches the proper sound. A child is hindered in acquiring an elegant pronunciation by the explosive efforts of phonic analysis. If this be doubted, let any one try the analysis of the word *earth*, and note into what absurdities the experiment will lead Phonics is good to strengthen the abdominal muscles, and that's all it's good for. In the matter of phonics, pray let us have peace.

Cleanliness and Baptism. In Liverpool, recently, it was deemed expedient by the authorities to open a school in a portion of the city mainly occupied by the lower classes, a majority of whom have but little religion of any kind, but profess to be Roman Catholics. The young woman selected as a teacher found some of her pupils so filthy that she gave them a scrubbing with hot soap suds. Parents scarcely recognized their own offspring, and the identity of several was only established by a close inspection of their garments. This scrubbing process was interpreted by Rev. Father Somebody as a Protestant ceremony for baptizing these children out of the pure faith, and when the mothers, who had rather fancied the improved appearance of their children, were told of this treacherous attack upon their holy religion, they took their darlings out of school and saluted the teacher as she passed with yells, denouncing her as a Protestant cat. The school house was attacked, and at last accounts the police had been called in to protect the life of the teacher.

Years are the sum of hours. Vain is it at wide intervals to say "I'll save this year," if at each narrow interval you do not say "I'll save this hour."

THE IGNORANCE OF LEGISLATORS.

YEAR after year our national Legislature and some forty State and Territorial Legislatures, and a vast number of county and town boards, are brought face to face with the most vital social problems. They are called upon to make great expenditures for the prevention and cure of pauperism, for the repression and punishment of crime, for the treatment of lunatics of various sorts, for the care of idiots of various grades, for the special treatment of inebriates, for the cure of the sick in hospitals, for general measures of prevention, as regards epidemics, and yet no one will gainsay my assertion that on no subject are our Legislature and all our various public bodies so utterly blind as on this. If we look at the result of this as regards expenditure, the case is bad enough. The amount annually expended in all our States for this purpose is enormous. The only approach which we have to the palaces of the Old World are in the various hospitals and prisons and asylums of the New. I can speak of this want of knowledge from personal experience. I can stand in the confessional on this subject. It has been my lot more than once to vote on such appropriations in a legislative body. I remember especially one case where the Legislature of this State was called upon to establish a great asylum, at vast expense, for a certain class of lunatics. The case was very pressing. A careful report from a commission showed that some provision of this sort must be made. A bill was passed, the buildings were erected, and yet, when all was done, we were assured by an expert, who had no interest one way or the other in the matter, that all our well-meant benevolence had, perhaps, resulted in almost as much evil as good, and that the whole institution was a failure as regards the immediate purposes for which it was erected. The simple cause for this was that in that whole Legislature, in the lower House, in the upper House, in the Executive Department, there was not one person who had ever given any close attention to subjects of this kind and we had been obliged to trust entirely to those who could give us scraps of information, no matter how crude. But, if the immediate results are unfortunate, the remote results are still more so.—*President White, in Popular Science Monthly.*

MARION COUNTY EXAMINATION QUESTIONS FOR TEACHERS.

GRAMMAR. 1. Tell the classes of pronouns and define each.

2. Arrange the following sentence in its natural order:

"Together lay, in a shroud of blood,
The coward and the brave."

3. Correct and state why wrong: "If any one present has wrote this, I dare them to raise to their feet and say they done it."

4. Parse in full the italicised words in each of the following sentences:

"Man was created *a little lower* than the *angels*."
"The book *which* you *saw me reading is entitled Kathrina*."

HISTORY. 1. Who was William Penn, and what province in the new world was granted to him by King Charles?

2. Who was Gen. Braddock? Tell what you know about his march and defeat.

3. What gave rise to the State of West Virginia, and when was it admitted into the Union?

4. State some important battles of the civil war, and name the commanders on each side.

5. When did Andrew Johnson become President, and what acts of Congress were passed over his veto?

ART OF TEACHING. 1. Describe at length your method of organizing a school, calling classes, and conducting recitations.

2. What are the particular advantages of *oral* spelling and *written* spelling?

3. What is your plan for keeping your pupils at work in school, and to what extent would you use a text-book in hearing a recitation?

4. What are Object Lessons?

5. How do you teach Mental Arithmetic? What educational works have you read, and which do you prefer?

GEOGRAPHY. 1. Name the Territories of the United States, and tell what bodies of water would be passed over in going by ship from New York to Constantinople.

2. Name the races of men and the principal countries in which each predominate.

3. What is the Gulf Stream? Where does it flow? and what effect does it have on the climate of certain countries?

4. Bound Europe, describe the river Niger, locate the city of Delhi, name four articles exported from the United States, and tell which of the countries of Europe have a republican form of government.

5. Define the terms, Geography, Equator, Isthmus, Strait, Ocean, Bay, Plain, Lake, Continent, Great Circle, Parallels, and Zones.

MENTAL ARITHMETIC. 1. Three-twelfths of 48 is one-fourth of what number?

2. 15 per cent. of 60 is what per cent. of 18?

3. A can do a piece of work in 4 days, B in 6 days, and C in 8 days. In what time can they do it all working together?

4. A boy being asked his age, replied that if four-fifths of his age and 3 years were added to his age, the sum would be 30 years; what was his age?

5. What is the time of day, when the time past noon is equal to four-fifths of the time to midnight?

WRITTEN ARITHMETIC. 1. Define the terms, Arithmetic, Notation, Numeration, Ratio, Proportion, Discount, Index, Exponent, and write a promissory note due in one year bearing interest at 6 per cent.

2. A bought of B $13\frac{1}{2}$ tons of hay at $9 per ton; of C $15\frac{3}{4}$ tons at $10.50 per ton. He then sold D 9 tons at $12 per ton, and the rest at $13 per ton. Did he gain or lose by the operation, and how much?

3. Resolve 18, 30, 36, 42 and 54 into their prime factors, select the factors which produce the greatest common divisor, and explain the reason for the selection.

4. A and B were in business together for 3 years and gained $1800. A put in at first $2000, and at the end of one year $1500 more. B put in at first $1500, and at the end of two years $2500 more. Required the gain of each.

5. What is the difference between the simple and the compound interest of $545, for four years at 6 per cent.?

PENMANSHIP. 1. Write the alphabet of capital letters and small letters; group letters of similar form.

2. Make the elements used in making both the capitals and small letters.

3. What drill exercises would you give to secure free movements of the fingers?

4. What use do you make of a black-board in teaching penmanship?

5. What system of penmanship do you prefer, and why?

ALGEBRA. 1. Define Monomial, Trinomial, Root, Power, Co-efficient and Exponent, and make and describe the principal algebraic signs.

2. Find two numbers in the ratio of 5 to 7, to which two other required numbers, in the ratio of 3 to 5, being respectively added, the sums shall be in the ratio of 9 to 13, and the difference of their sums equal to 16.

3. What two numbers are those whose sum, multiplied by the greater, is equal to 77, and whose difference, multiplied by the less, is equal to 12?

4. How many ways of reducing equations containing two or more unknown quantities?

5. If A and B together perform a piece of work in 12 days, and A and C in 15 days, and B and C in 20 days, how many days will it take each person to do the work alone?— *West Virginia Educational Journal.*

EMBALMING. The Brunetti method of embalming is as follows: After the organs of circulation are cleansed by passing water through them, an injection of alcohol is made, which is followed by another of ether—the former to abstract all the water possible, and the latter to remove fatty matters. Then tannin is introduced, and finally the body is dried by subjecting it to a current of warm air passing over hot calcium chloride. The operation lasts from 8 to 30 hours. The most perishable portions are removed in this process, and the tannin converts the remaining parts into a substance capable of resisting decay for a long time. Fine specimens of embalmed parts of the body were exhibited at the Vienna exhibition by Dr. Marini, of Naples. Among these was a large, handsomely polished table, constructed of muscles, sinews, etc. The pianist Thalberg, it is said, was petrified by this practitioner, and the corpse occupies a place in the widow's drawing-room.

HOW I KEEP MY SCHOOL-ROOM CLEAN.

BY ANNABEL LEE.

I PARTICULARLY disliked, when a school girl, the days on which I was obliged to help sweep the school-room. I came from the encounter with grimy hands, dusty hair and garments and, if my memory serves me correctly, my temper at such times was not the most angelic. When I became a teacher, I resolved to have as few regular sweeping-days as possible. I think I have found out how to keep clean without very much trouble, and my school-room is swept but once a week.

Friday is my cleaning-day. When school is out at noon, I say to my little band, "Now, all that want to help me work, raise hands," and I have plenty to choose from. I select two for sweeping, and two more for a reserve when the others tire; two more sweep the carpets; two scrub the vestibule-closet and out-houses, and two sweep and put the cellar in order. I put on one of the girl's sunbonnets and a big apron, and superintend the whole of it. Then we throw open the windows, dust, lay down carpets, wipe finger-marks from the white paint, and wash the zinc. I generally have the whole place fit for Queen Victoria in half an hour. Many hands make the work easy. Then we rake up the leaves, and sweep the yards, and when all is nicely done we run down to the creek and wash, shake off the dust, have a good laugh, and fall to work over our dinners with rare appetites.

On Friday afternoon I appoint workers for the following week, to do "general housework." They are called "house monitors." Their business is—to pass the water four times a day, go around with the hand-basin twice a day to wet all the slate-rags, sweep the vestibule when necessary, and once a day to wash the zinc and the front door-step. Two carry water, and are called "water monitors," and in cold weather I have a "fire monitor." His business is—to bring coal from cellar, rake the fire, and empty and sift coal. This office is no sinecure, and the work is not the most fascinating in the world. Yet there is quite a rivalry to secure it, as well as the other situations, and I often have my monitors engaged for weeks ahead. They work expeditiously, and lose very little time. They study at home, so as

not to miss any lessons. I sometimes give little rewards, pencils, picture-cards, etc., but all seem to take pleasure in keeping the school-room neat. I have a good scraper at the door, and every morning I put out the door-mat for the accommodation of dusty feet.

Every scholar is responsible for dirt or bits under or near his desk, and is obliged to have everything in perfect order before going out at noon or recess. No one is allowed to have eatables in his desk, and the law regarding sassafras and birch, baby-wood and chestnuts, is as inexorable as that of the Medes and Persians!

I have a few careless folks. There are one or two boys that all the soap of Colgate & Co., and all the water in the Delaware, could not keep clean. They bid daily defiance to combs, towels, and the soap-dish. If, after line upon line and precept upon precept, they persist in coming with unkempt hair, dirty hands and clothes, I send them home to get freshened up. But my boys are generally neat, and are capital workers. They don't lean on the broom-handle, and gossip and giggle, as the little feminines do! To be sure, I have surprised more than one Highland fling on the cellar floor, when I thought the errand for coal was lengthy. I have also had small toads brought up in the scuttle. I have seen heavy bayonet thrusts and charges with the broom-handles. I have seen the most marvelous double-shuffles executed on the door-mat. But all these things don't depreciate their general usefulness, and I wouldn't give a copper for a boy who hasn't fun and whistle and dance in him.

No matter what work I wish done, they are always willing and pleased to help do it. I hardly know the reason. Probably because I always ask them pleasantly—possibly because they see I am not afraid of work myself. The place in which I spend eight hours out of twenty-four must be clean and attractive. I cannot do my school-work well, or with enthusiasm, amid ugly, dirty, unsightly surroundings. I have an aversion to ragged, soiled books and broken slates—have a place for everything, and there it is kept. Why, we even brush out the flies at night! You think that verging on "old-maidism." Well, say it again; I like it! Director A. says I will be wanting fly-screens next summer, and Director B. says my cellar is clean enough for a milk-cellar, and even the big, good-looking blonde gentleman, with the official title of County Superintendent, before whom I stand in fear and trembling, vouchsafed me a crumb of praise on his last official visit.

So, with my girls as neat as pinks, and my boys striving (with many inward groanings), to be methodically inclined, I sit, with clean hands and conscience, under my own vine and fig-tree; and so puffed up with pride am I at my success, that I think I should not be molested, or made afraid, if the whole School Department at Harrisburg, with Dr. Wickersham at the head, were to come down some fine day and inspect the premises.—*Pennsylvania School Journal.*

Something Lighter than Air. A rather astonishing bit of chemical news appears in a Paris letter to the Turf, Field and Farm. It describes a discovery related at a secret session of the Paris Academy of Science. The discovery is that hydrogen, hitherto considered an element, is in reality a combination of two elements, one of which is nine times as light as hydrogen, and twenty-five times as light as ordinary illuminating gas. The new element is called abaron, meaning weightless. It will not burn, extinguishes flame, is without odor, taste, or color. The discoverer is M. Lebarre, a well known French chemist, and his discovery was not an accident, but the result of a series of successful experiments. The influence of the discovery, should it be substantiated, upon ballooning, will be manifest. The tremendous lifting power of abaron will render possible the employment of metallic balloons, capable of resisting all strains and shocks, and also of preventing the escape of gas by exosmosis.

The Massachusetts Ploughman very properly says: A school in the country, especially in a farming district, ought to aim to give the pupil a good knowledge of the natural objects which come under the eye of every one of common observation. To do this it is necessary to have a teacher who is competent to interest, a teacher who knows and is capable of imparting instruction and of creating an interest and a spirit of inquiry in the minds of his pupils. We hope the time is coming when the children of our schools will know the names and the properties of the plants, the trees, the minerals, and the animals that come within the range of their daily observation. Every farmer's boy ought to have the advantage of this kind of instruction. It adds vastly to the happiness of life and does much to impart the power of intelligent observation, in which most people are wonderfully deficient.

THE STUDY OF ENGLISH GRAMMAR.

BY both pupils and teachers the study of grammar is, I believe, quite extensively accounted as exceptionally tedious and unprofitable, mainly a bore and a failure. The innumerable text-books for it have few admirers; teachers are apt to go from one to another of them in weariness and despair. I do not think there is any good and sufficient reason why this should be so.

If I am not mistaken, a main cause of the failure is that many or most teachers and grammar-makers hold up before themselves the wrong end as that which has to be striven after.

The object, normally, of English grammar is usually defined to be, "to teach how to speak and write English correctly."

This is an error, imported into English grammar out of the study of foreign tongues, especially the classical. We cannot learn to speak or write Latin, for example, except by the grammar; the inflections and their use, the modes of construction, the words and their meanings and their connections, all have to be acquired laboriously out of a book. But it is not so with our native speech; that we acquire by a wholly different process, in learning to speak at all. The words, and inflections, and constructions of our mother-tongue we bring to school with us; they are already the well-established habit of our minds, a sort of second nature. Our habits of expression, it is true, may be in some respects wrong, by others' fault or our own; we may need correction in one or another point. But getting such correction is not learning grammar; nor can it be effectively gotten out of a book; it is, like improvement of faulty manners, a subject for constant reproof, and instruction, and imitation of good models. In both, book instruction may undoubtedly be made a valuable aid; the study of grammar will bear its part finally, in the formation of accurate habits of speech; but it must be in a secondary way, by a kind of reflex action.

That is to say, the position and aim of grammatical study is changed by the circumstance that in their own language the pupils have the whole body of facts already at their command, at their very tongue's end. The word is not "you must do this and that;" it is,

rather, "observe that we do this and that." The learner's attention is to be directed to these facts which he knows, and he is to be taught to understand something about them—to distinguish and classify them; to note their relations and connections; to see, to a certain extent, their origin and reasons. And the main and direct object of the study is simply this better comprehension of familiar facts. Only, the knowledge is also valuable because of other objects to which it leads. It trains the powers of reflection, and gives a start toward the study of mind in and through its means of expression. It prepares the way for the intelligent and rapid acquisition of other languages. And it tends toward the better command and more accurate use of the English itself; and to an extent that would alone make the study worth pursuing; although, as I have said, this result is not the primary aim, and is best attained by being kept in the back ground.

For getting this kind of training, for mastering the principles and relations of language,

STUDY OF ENGLISH GRAMMAR

is not only a sufficient means, it is even the best to be found. On the one hand, as the pupil here has full possession of the facts with which he has to deal, his mind can be more readily turned to that which he is to be made to understand about them, and his attention kept more steadily upon it. Any one grasps and arranges but awkwardly the relations of things when it is only by an effort that he holds the things themselves; a good part of his mental power is used up in the mere exertion of memory; take the phrases which are familiar, in the use of which he can detect a fault instinctively and without reflection, and you leave him his whole mind to work at the point you want to make. On the other hand, you can here best avoid merely mechanical knowledge. A boy may declare *bonus* an "adjective" for no other reason than that he has found it called so in the dictionary, and he has learned in a similar manner that *bono* is its "dative," and that when he uses what the grammar calls the "dative" of *puer*, which his dictionary defines to be a "noun," he must put *bono* instead of *bonorum* with it, by rule so and so. This and other things like it he may do deftly, with as little real comprehension of what it all means as the child has who can give all the capes of Africa in their order, and does not quite know that a cape

is not an article of dress, and Africa its wearer. So with a verb; he may give it the right name because it makes its forms in such and such a way. Such mock knowledge can be more surely and thoroughly controlled and prevented in English.

This is no small matter. All teachers in higher institutions know how lamentably destitute of real comprehension of even the parts of speech many pupils prove themselves in their entrance examinations. And without it, all pretended grammatical knowledge is a sham. Some minds, undoubtedly, are almost blind to even the broadest grammatical distinctions; but a great many more are dulled and baffled by having the distinctions presented only as involved in and obscured by difficult and half-held phraseology. Give me a man who can with full intelligence take to pieces an English sentence, brief and not to complicated, even, and I will welcome him as better prepared for further study in other languages than if he had read both Cæsar and Virgil, and could parse them, in the routine style in which they are often read and parsed.

I would, then, roughly

CLASSIFY

the things to be learned in English Grammar somewhat thus:

1. The ready and intelligent distinction of the parts of speech, by their use, their office in the sentence.

2. The systematic knowledge of English inflectional forms and their uses; including the simple syntax of words and phrases, on no elaborate or exhaustive plan.

3. The construction of the sentence, with its phrases and clauses used in the office of different parts of speech and equivalent to them.

The study of the English language, if properly presented, affords in itself, without the importation into it of anything that belongs to the grammar of other languages, ancient or modern, a sufficient foundation for the study of other tongues, and for that of language itself.—*Connecticut School Journal.*

DIGNITY of position adds to dignity of character, pretty much as it does to dignity of carriage. Give us a proud position, and we are compelled to act up to it.

AN indiscreet person is like an unsealed letter which every one may read, but which is seldom worth reading.

COUNTRY SCHOOLS.

THESE are our most important schools. Here the men and women who move the world acquire the rudiments of an education. Search the history of the men and women most distinguished in all the great fields of human achievement; probably nine-tenths of all these began their careers in the country school. It will doubtless continue to be so to the end of time. God made the country and blessed it. Man makes babels and cities and suffers the consequences.

In view of the facts, how inestimably important becomes the education of our country schools! Our cities have all the educational advantages. They pay salaries that secure the best talent for superintendents, principals, and teachers. They secure all that can be desired in the way of school-houses, school furniture, and school apparatus. They have well-defined courses of study, thorough grading, and efficient supervision.

In country schools nearly all these conditions of success are wanting.—Good school-houses, well-furnished, and managed by good teachers are the exceptions. In most of the States the course of study is left mainly to the whim of the teacher. In no State is the supervision sufficiently penetrating.

The elevation of the country school is the grandest field of usefulness now open to the philanthropist or the statesman.

1. *Better school-houses*, well heated and ventilated, with good furniture and apparatus, and having suitable out-buildings and pleasant surroundings, will form the basis of the upward movement. These the people will furnish.

2. *Efficient supervision* is simply a necessity. To this end, the County Superintendency is, beyond question, *the* means. The best teacher in the county should fill this office, and should give his entire time to the work. In township institutes he should meet every teacher in the county each month. He should have monthly reports containing the programme of each school. He should instruct the teachers, lecture to the people, and look after school finances. An efficient county superintendency is, indeed, the right arm of the pub-

lic school system. In States where this office is most efficient, country schools are advancing most rapidly.

3. *A well-defined course of study* for country schools is of the utmost importance. California and Kansas are making an effort to thus revolutionize their schools. Let other States move in this great work.

4. *Longer terms and more permanent teachers* are crying wants in country schools. Short terms and a constant change of teachers are *the curse* of most ungraded schools. Let those most interested think of this matter, and unite to remedy these evils.

5. *Better teachers for country schools*, is our greatest educational want. The cry for better teachers comes from every State. How shall this want be supplied? Normal schools, normal institutes, academies, and colleges are doing to prepare teachers for this class of schools. But how can the best talent be drawn to the country schools and retained there?

Much ought to be written and spoken on this subject. We invite suggestive articles from our home educators. Whatever legislators and educators may do to elevate country schools, will be appreciated by the people, and will result in incalculable good.—*American Journal of Education.*

Sanitary Science in the Public Schools. First, as regards Public Schools, I would make provision for simple instruction in the elements of Physiology and Hygiene, either by the use of some short and plain text-book, or, what is still better, by lectures from some competent resident physician. I confess that I greatly prefer the latter method. Not only theory, but experience, leads me to prefer it. Were it not that we have made a very great mistake in our systems of public instruction, by severing our common-school instruction from advanced instruction, we should by this time have a body of teachers in our common schools abundantly able to lecture to the pupils without a text-book. I trust the time will come when provision will be made just as thoroughly for advanced instruction as for primary and common-school instruction, when all will be connected together; when the present illogical separation that exists, under which primary and common-school education is provided for by the State, and advanced education is left very inadequately provided by vari-

ous religious denominations, will be done away with. But at present we have comparatively few teachers in our public schools who are competent, without text-books, to teach a subject of this kind; therefore it is that I would have provision made, in our larger schools especially, for lectures by resident physicians. That the interest of pupils can be roused in this way I know, for I have seen it fully tried. It is one of those subjects in which, with a little care, the great body of school-children can be greatly interested, and this without the slightest detriment to other subjects. The very change of method will make them come back to other subjects of study with renewed vigor.—*From "Sanitary Science and Public Instruction," by President White, in Popular Science Monthly.*

A WIND that moves but one mile an hour is scarcely perceptible, and has, according to Smeaton, a perpendicular force on one square foot of .005 of a pound. A gentle wind moves at the rate of four miles an hour, and presses one square foot, .079 of a pound. A pleasant gale moves from ten to fifteen miles an hour, and has a perpendicular force of from .492 of a pound to 1.007 pounds. A high wind moves with a velocity of thirty and thirty-five miles an hour, and has a perpendicular force of from four to six pounds avoirdupois on one square foot. A hurricane travels at the rate of eighty miles an hour, and has a force of 31.490 pounds per square foot. It is not difficult to comprehend from this table how mighty oaks that have stood for years are leveled in an instant, and paths made through the forest, where the stubborn undergrowth defied the power of man.

GUM ARABIC. It is well known that solutions of gum arabic soon become moldy, and finally lose all adhesive properties. To prevent this it has been customary to use creosote, carbolic acid, corrosive sublimate and other poisonous or disagreeable agents, the cost of which, or their unpleasant character, has deterred persons from using them. We now see it stated that sulphate of quinine will serve the same purpose, without itself imparting any bad odor. The addition of a solution of a few crystals of this salt to gum arabic will prevent the formation of mold quite as effectually as carbolic acid, and by analogy it is safe to suppose that the same salt could be used in writing ink, mucilage, and possibly glue.—*Rural New Yorker.*

Educational Intelligence.

MAINE.

Auburn City Council has appropriated $25,000 to build a Grammar School house on lot corner of Spring and School streets.

Prof. Joel Wilson of Kent's Hill Seminary, has accepted the position of Princpal of Gorham Seminary, made vacant by the resignation of Mr. Bodge. Prof. Choate will remain in charge of the classical department. The spring term begins March 3d.

Thomaston has recently established a Miscellaneous School for its young men, although these are withdrawn from the regular grade schools, yet they are at liberty at this season to attend to the gaining of knowledge. It numbers about twenty-five.

The Register learns that it is the intention of the Trustees to transfer Hebron Academy to Colby University if the act of incorporation will permit them to do so, the design being to make the Academy a special preparatory school for the above named University.

Hon. Warren Johnson, State Superintendent, gave us a call on Friday, the 6th inst. He was on his way to Bridgton to lecture, and attended during the forenoon the public examination of the High School in this City. He said that he was much pleased with the general tone, character, and progress of the school under its new head.

Miss Lillian Dunton of the Portland High School, has resigned her situation. We learn that it is her intention to spend some time in Europe for the purpose of obtaining a complete musical education. She is highly spoken of by our Portland artists, and it is thought that she will succeed even beyond the best wishes of her friends.

The winter term of the Eastern Normal School ended Tuesday, Feb. 10th. The spring term commenced on Monday, Feb. 23d. Applications to this institution for teachers of common schools, have been so numerous heretofore, that the supply has fallen far short, and it is confidently expected that the number of students will be greatly increased at the commencement of the ensuing year.

Twelve country Reps. from the State Legislature, hailed a Senior on the campus last Friday : Rep. (from Starks)—"I say, Bub, we want the key to the *school*." Senior (seeing "game")—"I have no authority myself, and

believe the key was lost a few days ago." Rep. (from Caribou)—"Well, this is pretty work! been delegated by the Governor—but, by Globe! you wait till Warren Johnson comes and see if we don't go through it!"—*Bowdoin Orient.*

The Warren High School is in a thriving condition, under charge of W. O. Fletcher, an experienced teacher, formerly of this state, but more recently of Illinois. The examination at the close of term recently completed, was most satisfactory. Quite a number of citizens were in attendance, all of whom express themselves much pleased with the methods of study adopted, and well satisfied as to the superiority of the Free High School over the tuition system formerly in operation there.

The school district at Exeter Corner, voted on the 10th inst., to pay the trustees of the High school ten dollars per week, for instructing all the pupils, both large and small, in that district, for a term not exceeding eight weeks. The people are agitating the question of "Free High Schools" this year. They propose two in the spring, viz., at Exeter Corner and Cutter's Mills; also two in the fall, viz., South Exeter and King's Mills. This would accommodate the town much better than any previous arrangement.

The following schools begin their terms with the following Principals:
Gould's Academy, Bethel, Feb'y 24—Mr. S. A. Thurlow, Principal.
Hebron Academy, Hebron, Feb'y 24—Mr. J. F. Moody, Principal.
Paris Hill Academy, Paris, Mar. 4—Mr. C. R. Elder, Principal.
Lebanon Academy, Lebanon, Feb. 3—Mr. ——— ———, Principal.
Oak Grove Seminary, Vassalboro, Mr. R. M. Jones, Principal.
Gorham Seminary, March 3—Prof. Joel Wilson, Principal.
Westbrook Seminary, March 3—Mr. G. M. Bodge, Principal.

The Maysville High School begins March 2nd, and will be under the instruction of Mr. A. L. Hardy. The High school in district No. 3, at Corinna, Feb. 23. Over fifty students have applied for admission.

The trustees of Bridgton Academy offer to the State the fund of their school, amounting to about $15,000 securely invested, together with the grounds, building and apparatus at North Bridgton, worth about $5,000 more, for the aid and support of a new normal school for the benefit of Western Maine. This proposition is creditable to the trustees, who have the good sense to see that the time has come to give up the old system and conform to the requirements of the new order of things. It is a proposition too, which the State cannot afford to reject; for the supply of trained teachers from the normal schools in Eastern and Central Maine is quite inadequate to the growing demand for their services, and this portion of the State is still wholly unprovided for.

Mr. Thomas Pennell has been chosen to fill the position in the North School made vacant by the resignation of Mr. Wentworth. Mr. Pennell has had a large experience in school teaching. Beginning to teach in his native town, Harpswell, at the age of twenty, he taught successfully in that town

and Brunswick and Topsham, for fourteen years. In 1860 he was elected Sheriff of the County, and after a service of four years he returned to Harpswell, and to school teaching. In 1869 he came to this city to assume the duties of County Treasurer. While in Harpswell he was supervisor of schools, and since being here he has been a member of the school committee. For the last two years he has been on the sub-committee of the North school, and so is familiar with its general workings.

A school case has just been decided in the Supreme Court sitting at Ellsworth. A young lady, visiting her friends in a certain district in which she did not belong, attended school in that district. The agent and others objected to this as a violation of the rules of the district, and their objections resulted in compelling the girl to leave the school. Not being satisfied with this, they brought the case in court, and it has been decided in favor of the young lady. The judge took the ground that it was a just interpretation of the law that scholars should have a right to attend school somewhere—that children moving with their parents into other districts would thereby lose the privilege of attending their old school, and it would be hard to debar them on this account from the school privileges of the district to which they had removed. The young lady had conducted herself in a becoming manner, and only attended the school because she thought she had a right to do so.

The Trustees of Edward Little Institute, made substantially this proposition to the Auburn City Council: To donate the Edward Little Institute buildings and grounds, valued st $30,000, to the city, on conditions that the building be used for a high school, to be called Edward Little High School, erect a statue of Edward Little on the School Park at a cost of $7,000, buy the land south of the grounds at $3,000, that is, the city pays $10,000 for property worth $30,000. The City Council at once unanimously accepted the proposition, and the school will hereafter be known as Edward Little High School. The statue will be of bronze and will probably be modelled by Simmons, the sculptor. The building was erected in 1856 and enlarged in 1866. It was first known as Lewiston Falls Academy, and subsequently, as Edward Little Institute. David B. Sewall was the first principal, succeeded by Benj. Mead. Then followed as principals in after years, E. P. Weston, J. B. Sewall, W. N. Baker, George Wood, E. T. Luce, E. P. Parker, W. T. Webster, C. C. Rounds. Six or eight thousand pupils have been educated at the old Academy. It was founded chiefly by gifts and legacies of Edward Little, and a public statue to his memory is a fitting tribute to the good man. The Trustees of the Edward Little Institute also give $10,000 to Bowdoin College, to found an Edward Little professorship.

MISCELLANEOUS.

The sum of $3,919,086 has been appropriated in New York city for the support of public education.

The pupils in the Dover High School are examined at regular intervals on topics which involve a careful reading of the daily and weekly newspapers.

There are sixteen parochial schools and colleges under Roman Catholic auspices in Boston, and it is expected that five more will be opened within a few months.

There are 1,400 children in New Brunswick N. J., between the ages of five and eighteen years who do not attend school. The total number of children in the city between those ages is 4,675.

Austria has 59 well-trained Normal Schools, with 581 teachers and 3,500 pupils; Prussia, 62, with 3,614 pupils; Saxony 18 finely-trained Normal Schools; Belgium 30; Wurtemburg 10, and Bavaria 10.

There is to be established in Nashville a monthly educational journal under the auspices of the Tennessee Teachers' Association and the official authority of the State Superintendent of Public Instruction.

A law was passed by the last Legislature of Illinois authorizing the election of women to school offices, from State Superintendent down. Twenty-two counties were fortunate in having lady candidates for County Superintendents; nine of the counties elected lady superintendents.

Here is the exhibit for Iowa, at the close of the year 1873: School fund, $3,294,000; number of children of school age, 491,000; a State University with assets of $202,000; an Agricultural College, which is prospering in spite of a recent defalcation; a College for the Blind, with 112 pupils; a Deaf and Dumb Asylum, with 119 inmates; and 508 children in Soldiers' Orphans' Homes.

The Trustees of Dartmouth have in view the erection of a library building, embracing rooms for the Thayer School of Civil Engineering and an art gallery. A part of the funds for this purpose have been secured. An indication of the financial prosperity of the college is found in the fact, that within the last ten years more than $500,000 have been secured for the various departments. There are 420 students now at Dartmouth.

The Detroit Board of Education has dropped algebra from the union school course, the course being too full, and the teachers generally being in favor of leaving out that study. One of the members of the Board took the occasion to say that such opinion came from the feminine teachers, and thence proceeded to the declaration that the substitution of feminine for masculine teachers at the head of the union schools had been very unwise.

South Carolina is improving. The school population of the State has increased by 32,923 since the year 1869, and there is this year an increase of 7,431 over the school attendance of 1872. There were in operation throughout the State, during the year 1873, 1,949 common schools under the charge of 2 135 teachers. During the present year there have been 2,017 schools, in charge of 2,310 teachers, showing an increase this year of 93 schools and 125 teachers.

Educational reform in London is making steady progress. The *Spectator* of Dec. 13 declares that the Metropolitan School Board "has made a very good beginning." It has elected as Chairman a Dissenter, Mr. Charles Reed,

M. P.—on "the plain ground of his special training for that office"—and a Churchman, Mr. E. H. Currie, as Vice-Chairman. Evidently (says the *Spectator*) there are new members eager for the battle on the Denominational Schools *versus* School-Board Schools question, but the good sense and moderation of the Board will soon tone down even their ardor.

The rejection by the Boston School Committee of several women who were elected to serve on the Board will add new fuel to the woman question. Though elected by the voters of the wards to which they belong, they were rejected by the vote of the Board after an excited discussion, 45 against, to 42 in favor, and 28 being absent or not voting. Very likely the women were better qualified to act on the School Committee than many of those who voted against them, but merit is no recommendation in considering the eligibility of women to office! And then what becomes of the rights of the voters who elected them if the course of the Board is correct?

The two public societies of Dartmouth College, the Socials and the United Fraternity, have voted to amend their constitutions so that their libraries could be consolidated with that of the College, and be under the charge of a single librarian and his assistants. The number of volumes now in the library of each society is between nine and ten thousand. By this arrangement the senior class will be privileged to select annually books to the value of $300 for additions, and the library will be opened five hours daily. If the trustees of the college library conclude to adopt the proposed plan, the consolidation will take effect at the commencement of the next college year.

The Chicago Tribune says: A bill for the compulsory education of the children of this State has been passed by the House of Representatives. According to its provisions children between the age of 9 and 14 must be sent to school for three months of the year, and six weeks of this schooling must be continuous. Poverty cannot be pleaded as an excuse for failure to comply with the law, as all the books necessary will be supplied by the State, and clothes will be given to destitute children. Parents or guardians who neglect to obey the law will subject themselves to prosecution and to fines for thirteen weeks, rising from $1.00 to $5.00 for each week of such neglect.

The City of Baltimore expended the sum of $409,000 upon its schools last year. The estimated expenses for 1874 are $542,000. The Academy or Central High School building has been let out to contract for the sum of $113,957, and will, it is hoped, be finished within the year 1874.

Number of pupils in the schools at the close of the year was.....28,329
Showing an excess over the preceding year of.....1,954
Number of teachers.....624
Increase in the number of teachers.....10
School buildings.....123

Superintendent Van Sant says: "It is questionable if the Institution of Public Education in Baltimore has, at any period since the system was inaugurated, been in a more flourishing and promising condition than at present."

Here is the story of what the people of Wisconsin did for the cause of education last year: Total amount paid for educational purposes, $2,073,000, of which $1,417,000 were for teachers' salaries. Number of teachers employed, 8,903; number of school-houses, 4,957, accommodating 315,000 pupils. The Superintendent says:

The gross receipts and disbursements pertaining to the several educational funds for the fiscal year ending September 30, 1873, were:

	Receipts.	*Disbursements.*
School Fund	$103,818 93	$52,793 37
School Fund Income	179,762 67	185,136 98
University Fund	9,728 12	10,100 51
University Fund Income	42,716 38	42,716 38
Agricultural College Fund	13,560 70	10,000 00
Agricultural College Fund Income	12,558 85	12,558 85
Normal School Fund	86,687 54	52,973 26
Normal School Fund Income	71,369 10	55,368 62

The apportionment of the School Fund apportioned in June last, on the returns for the school year ending August 31, 1873, was $181,056, on the basis of 42 cents a scholar—3 cents more than the previous year.

From the report of the Superintendent of Public Instruction for Dakotah Territory, we take the following statistics:

Number of Schools Districts in the Territory	242
Number of schools in the Territory	180
Number of persons between 5 and 21 years of age	15,509
Number enrolled in the public schools	7,456
Total number of school houses	125
Number of school houses erected in 1873	26
Average cost of tuition per month for each pupil	$ 3 12
Highest salary paid male teachers per month	250 00
Highest salary paid female teachers per month	100 00
Average salary paid male teachers per month	62 00
Average salary paid female teachers per month	51 00
Total amount paid teachers in 1873	71,258 28
Value of school houses, lots, furniture, etc	260,183 46
Average rate of taxation for school purposes	3 1-7th mills
Amount of special tax collected in School Districts	55,923 90
Total School Funds, exclusive of proceeds of bonds, issued for building purposes	137,557 61

The annual report of the State Superintendent of Schools of New Jersey, shows that the total amount appropriated for school purposes last year was $2,497,063.43. The total valuation of school property in the State is $5,554,828. The State appropriation amounts to about three-fourths of all the money needed to maintain the schools. During the past year 907 males and 2,224 females were employed as teachers—a decrease of forty-eight males and an increase of 104 females. The average pay of the male teachers is $65.92 per month; that of the female teachers is $36.64. During the past year, eighty-three new school houses have been built, and ninety-six remodeled.

The number of the schools in the State now is 1,480, and their total valuation is about double what it was in 1869. The average value is about $4,822. That of those outside the cities is $2,384. The number of school districts in the State is 1,360, six new districts having been formed and seventeen old

ones abolished during the year. The total school census for this year is 286,444. Of these, 179,443 are enrolled in the public schools; 36,163 attend the private schools, and 69,229 attend no school. The average attendance upon public schools is 87,840. Notwithstanding the abolition of seventeen old school districts, there are still eighty-seven districts with less than forty-five children each, and 545 with a school census ranging from forty-five to eighty children.

The annual report of Superintendent of Common Schools in Pennsylvania, gives the following encouraging statement of the educational condition of the State:

	This Year.	*Increase.*
Districts	2,050	22
Schools	16,305	306
Graded schools	5,307	309
School directors	13,576	120
Superintendents	86	1
Teachers	19,089	721
Average salary of male teachers per month	$42 60	$9 98
Average salary of female teachers per month	$34 92	$0 32
Average length of school term in months	6.66	6 days
Pupils	834,020	dec. 294
Average number of pupils	511,418	dec. 24,803
Percentage of attendance	.61	....
Average cost of tuition per month for each pupil	.96	....
Cost of tuition for the year	$4,325,797	$221,524
Cost of building purchasing, and renting school-houses	$1,753,812	dec.
Cost of fuel, contingencies, debt, and interest paid	$2,155,510	$219,476
Total cost for tuition, building, fuel, and contingencies	$8,235,120	....
Total cost, including expenditures of all kinds	$8,345,836	$764
Estimated value of school property	$21,750,209	....

Including $467,132.84, the amount expended in support of the orphan schools, the total sum expended for school purposes under the direction of the School Department for the year 1873 was $8,812,969.25.

QUERY BOX.

What are eggs a dozen, when two more in a shilling's worth lowers the price one penny per dozen?

A has a hog weighing 300 pounds; B has one weighing 400 pounds. A sells the two for six cents per pound and says to B, your hog is better than mine you ought to have ½ cent per pound more than I. What is B's share of the money?

We have as yet received no answers to the first two questions in the query box of last month, and we leave them for the present.

Here is a plain statement of the last query in February:

The different results obtained to the problem given in the last Journal, I think may be explained as follows: The difference between the results is

$.022 which is equal to the difference of interest on the discount of each sum taken separately.

The discount of $120 due 4 months hence is $2.353, that of $120 due 8 months hence is $4.616.

The interest on $2.353 for the 2 months required to make up the equated times is $.0235. That on $4.616 for the 2 months taken is $.046. Difference of interest $.022.

Book Table.

NEW PUBLICATIONS.

ESSAYS ON EDUCATIONAL REFORMERS. By Robert H. Quick, M. A. Cincinnati: Robert Clarke & Co.

Educators of late have been demanding a higher class of professional reading than has been hitherto within their reach. Those books which give the work of a school-room in its regular routine are valuable, but they do not possess the highest value to the truly thinking educator. The principles which underlie all correct modes and methods of teaching, must and will be sought after by those who are determined to place themselves in the advanced line of teachers. To those who desire to have in a brief form the statements and works of those who have been the foremost in changing the ideas of teaching from time to time, we cheerfully recommend this work. It begins with Roger Ascham, and gives the lives and schemes of most of the great thinkers and workers in the educational field down to Herbert Spencer, with the addition of a valuable appendix of thoughts and suggestions on teaching. The list includes the following subjects: Schools of the Jesuits; Ascham, Montaigue, Ratich, Milton, Comenius, Locke, Rousseau's Emile, Basedon and the Philanthropin, Pestalozzi, Jacotot, and Herbert Spencer. In the lives and thoughts of these eminent men is presented the whole philosophy of Education. Necessarily these essays are largely compilations, yet the author has well performed his work, and has been exceedingly fortunate in the method he has chosen to present his subject. The biographical form has enabled him to invest it with an interest impossible in a formal discussion of it in its merely philosophical bearings. The publishers will send this book prepaid on receipt of $2.00.

SCHEM'S STATISTICS OF THE WORLD. By Prof. A. J. Schem. New York: G. J. Moulton, 103 Fulton Street.

These tables are to be published semi-annually and are so arranged that the statistics of all countries of the globe are given in parallel columns, under the following headings: Area, form of government, head of government, population, expenses, public debt, paper money, standing army, navy, mer-

chant vessels, imports and exports, chief produce, coins (and their value at the U. S. Mint), weights (compared with both pounds avoirdupois and kilogrammes), linear measure (compared with both feet and metres), measures of capacity (compared with both bushels, gallons, and metres), the population of capitals, principal cities, and seaports, with the year of census. In addition to the above there are various side tables exhibiting statistics of Christianity, religious statistics of Europe and of the United States, railroads of the world and of the United States, postal and telegraph statistics of the world, the Presidents of the United States, and Presidential elections from 1788 to 1872, school statistics of the United States, etc. These Tables form an indispensable supplement to all historical and geographical works, and especially to cyclopedias, and should be in the hands of every one who takes an interest in the progress of the world. The Tables are issued in oblong atlas form, bound in neat boards, for handy reference. Price 50 cents.

THE ELOCUTIONIST'S ANNUAL No. 2. By J. W. Shoemaker. Philadelphia: J. W. Daughaday & Co.

The Author says: "Two motives have governed me in the choice—*vocal drill*, and *variety of adaptation*. As a book of vocal drill, it has been a leading object to give opportunity for the higest and most varied culture. In adaptation, it is designed to represent, as far as possible, all phases of sentiment and varieties of occasion. Not only have I sought to furnish the various shades of pathos, eloquence, tragedy, and humor, but have kept constantly in view the almost infinite diversity of circumstances under which a 'piece' has been wanted, and have endeavored to respond." And we are satisfied that the author has accomplished his desire, and has given us a book suitable in all respects as a reader and speaker.

GREENE'S ANALYSIS. By Samuel S. Greene, LL. D. Philadelphia: Cowperthwait & Co.

We know that if we should place this book in the hands of the teachers of analysis we should be obliged to give them an introduction. They never would recognize their old and highly esteemed friend in this neat, cleanly, and beautiful shape in which it now presents itself. We have to thank this house for the great good it is doing by making its books so attractive in their appearance, and we only add that they are generally as good as they look.

HALF-HOUR RECREATIONS IN POPULAR SCIENCE, No. 9.
HALF-HOUR RECREATIONS IN NATURAL HISTORY. Boston: Estes & Lauriat. Portland: Loring, Short & Harmon.

The first contains an account of "The Stone Age, Past and Present," by E. B. Tyler, and an essay on the "Theory of a Nervous Ether," by Dr. Richardson.

The second is the first division of the subject and it is devoted to insects, and this first part of the first division to the insects of the garden, their habits, etc., contributed by A. S. Packard, Jr., Editor of the American Naturalist.

ADDRESSES AND PROCEEDINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION. By the Association. N. C. Nason, Printer, Peoria, Ill.

Teachers can place in their libraries no book which will give them so much practical information, and from the first educators, as this volume of proceedings for 1873. We mention among the good things, papers upon, "Japanese Idemnity," by Edward Shippen; "Upper Schools," by Dr. McCosh; "Education in the Southern States," by J. C. Gibbs; "National University," by Pres. Eliot; "Training Schools," by Miss Lothrop. Price of the volume, post-paid, is $1.50. Address S. H. White, Peoria, Ill.

THE CONSPIRACY OF CATILINE. By Sallust. Boston: Ginn Brothers.

This edition, says its author follows strictly the text of the fourth edition of Dietsch. It is one of a series of classics prepared under the same joint editorship with the select orations of Cicero recently published, and also one of a series especially intended for use by those students who are fitting for Harvard College.

ESTES & LAURIAT, the young and enterprising publishers of Boston, propose to publish in semi-monthly parts, GUIZOT'S POPULAR HISTORY OF FRANCE. There will not be more than forty-eight nor less than forty parts at fifty cents each part. Those teachers who want a good and reliable History of France need have no hesitation in subscribing for this, as it is the only one of a popular nature, and is written by a standard historian. We trust the publishers will obtain the success they merit, by their praiseworthy endeavors to please the public taste.

WILLIAM M. CLARK, editor of the SCHOOLDAY MAGAZINE, will present to the public through his publishers J. W. Daughaday & Co., a new and choice collection of Original Dialogues, Tableaux, &c., &c., under the title of MODEL DIALOGUES. Although the pieces are all the careful production of experienced and cultured writers, they are generally pictures of the cheerful and humorous side of life, rather than the melancholy or sentimental, while in a number of instances, a bit of ridicule has been so cleverly put, that it will enable certain classes of folks to see themselves as others see them, more effectually than by any other means. The book will be issued about the middle of March, and will be sent post-paid for $1.50.

We are indebted to MR. M. N. RICH, Portland, for a copy of the ELEVENTH ANNUAL REPORT OF THE BOARD OF TRADE OF PORTLAND. It contains information valuable to every resident of the State, and is accurately and carefully compiled by the Secretary, Mr. Rich.

We have also received the following:

THIRTEENTH ANNUAL REPORT of the Department of Public Instruction of the STATE OF KANSAS.

CHASE BROTHERS', & WOODWARD'S CATALOGUE of Flowers and Vegetable Seeds.

The GOVERNOR'S ADDRESS, and the TREASURER'S REPORT for the year ending December 31st, 1873.

MR. BANCROFT is at work on the tenth volume of his "History of the United States," which will be joyous news for those who began the perusal of that interesting serial forty years ago.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

SCRIBNER'S MONTHLY for February opened with a versified and illustrated rendition of Rishyasringa, a Tale of the Mahábharata. Then comes an illustrated article on the French song-writer, Béranger, by Albert Rhodes. The principal illustrated paper of the number, however, is Edward King's second article on Texas, in the Great South Series, with pictures from Champney's portfolio. A quaint story from the Danish, is called "The Black Marble." A new paper by the poet Stedman, is on the poets Hood, Arnold, and Proctor, whom he calls a Representative Triad. A sketch by E. S. Nadal, of "English Sundays and London Churches;" a reply by Prof. Atwater, of Princton, to Dr. Blauvelt; Prof. Wm. S. Tyler's address on "The Higher Education of Women;" the continuation of Miss Trafton's and Mrs. Davis's serials, and poems by Celia Thaxter, Julia C. R. Dorr, and Louise Chandler Moulton, complete the list of the principal contributions. The most noticeable of the reviews this month is that of Strauss's last book, "The Old Faith and the New." The Editor announces that hereafter "Social Science" information will appear in the department of Culture and Progress.

OLD AND NEW for February in the opening editorial treats of national centennials, the most of the article being devoted to the Boston Tea Party, and the recent celebrations of its hundredth anniversary. The most interesting, or certainly the most valuable article in this number, is C. G. Fairchild's paper on "Non-Proscriptive Schools in the South," which in an incisive manner exposes some of the follies of the color-phobia now so prevalent in the Southern portion of the country. Mr. Hale's characteristic paper on "Exercise" is interesting of course. In addition to the stories which are running in this periodical, the present number contains two short stories, one of which, "The Lost Child," is a legend of Mount Wachusett, tragic in its character, and calculated to add a new charm to that favorite place of summer resort. The record of Progress contains "A Banker on Panics," and a "Note on the Value of Gold," both of which will pay for perusal.

THE ELECTIC for February opened with an article on Holland House, one of the most entertaining that recent magazine literature has had to show. It abounds in anecdotes about the great men who for three generations made Holland House the most famous in Europe; and contains new and choice specimens of the witty sayings of Sydney Smith, George Selwyn, Lady Holland, Macaulay, and other members of the brilliant circle. Among the other articles deserving mention, are Richard Steele; a second installment of the graphic letters describing Spanish Life and Character in the Interior

during the Summer of 1873 ; Historical Photographs of Old Rome ; Galileo and Papal Infallibility ; Parisian Journalists of to-day ; Modern Vers de Société ; Some Unpublished Letters of Elizabeth Barrett Browning ; St. Simeon Salos ; and A New Guess at the Man in the Iron Mask. Turgénieff's Spring Floods is continued, and Miss Thackeray's story of Jack and the Beanstalk is finished. The engraving this month is a fine portrait of James Russell Lowell, which is accompanied by a biographical sketch.

THE GALAXY for March is entertaining in its contents—containing articles in the departments of Biography, Art, Literary Criticism, Jurisprudence, Romance and Fiction, Science, and current gossip. The leading article is a short sketch of Tom Marshall, one of the most brilliant orators of America—the rival of Henry Clay in the palmy days of Kentucky. The recently published autobiography of John Stuart Mill is examined by the keen eyes of the author of "Words and their uses." He inquires into the proper value and elegance of the words "begin," "commence," "inaugurate," "ill," "cogitate," and condemns certain needless Latinisms. Mr. Justin McCarthy appears in both departments in this number ; contributing in addition to his charming story, "Linley Rochford," an attractive sketch of the great French artist Gustave Doré, as seen at his studio and in society. The Hon. J. L. M. Curry, of Virginia, contributes an article upon the Constitution of the late Confederate States. "Mme. de Mauves" is a Franco-American story by Henry James, Jr. "My Russian" is a description of the droll dissipations of a party of Russians in Paris, under the guize of princes. "The Outside of the Cup" is a short society story in which the hero is a fashionable clergyman of the very highest church proclivities.

THE SCIENCE OF HEALTH and THE PHRENOLOGICAL JOURNAL for February were well filled with such matters as will interest the general reading public. The latter, now at hand, contains sketches, with portraits, of Richard A. Proctor, the Astronomer; Ario O. Pardee, the Eastern Benefactor; The late Prof. Agassiz: Emilio Castelar, the Spanish Statesman; Ex-Marshal Bazaine; besides, Vice and Crime, their Causes and Cure; The Mound Builders, illustrated; The Indian Medicine-Man; "Shall my Boy Strike Back?" Pet Delusions; Lotteries; Fire-Proof Buildings; The Great Pyramid; Hoosac Tunnel, with Diagrams; What Pays the best in farming, etc. Price of the No., 30 cents or $3.00 a year, S. R. Wells, publishers, 389 Broadway, New York.

THE BOSTON DAILY GLOBE has been before the public for four years, and may now claim to be old and well established. It is one of the best dailies of Boston. Its Washington correspondent is a live man and keeps the public fully informed of the business at the Capitol. Its editorials are firm and to the point. It also has nearly every day a column of matter especially filled for a teacher's use. Its New England items might be improved. The terms of the Daily are $10.00 per year by mail; the Weekly is published Thursdays for $2.00 per year.

THE MAINE

JOURNAL OF EDUCATION.

Vol. VIII. APRIL, 1874. No. 4.

NORMAL SCHOOLS vs. TEACHERS' CLASSES.

IN the JOURNAL for March, I notice an article entitled "*State Aid, What Shall it Be?*" expressing very great dissatisfaction with many things in the educational policy of Maine. It is unnecessary to enter upon the discussion of all the topics started in that article. State Uniformity is a dead issue. The question of free text-books is one of plain business common sense, to be settled by each town for itself. Some of our towns have tried it, and these say it pays. Compulsory education is one of the great questions of the immediate future, and many of our wisest statesmen fully recognize the fact that it bears a very close relation to the National life. Whatever it may be, it is not a "trivial" question. I am sorry for Bytown Academy, but will leave to others the further consideration of cause and cure of its present sad estate. Whatever may be said of Free High Schools, there can be no doubt in the mind of one who discerns the signs of the times, that the want which they were designed to meet is a real and pressing want, and one which the Academies have never adequately met; and the success which has attended the working of the law during its first year has surprised its warmest friends. We may confidently expect that the wisdom of this legislation will become still more clearly manifest in the future.

But the principal burden of the article on State Aid, is the State provision for Normal instruction. All who have ever been connected with the Normal Schools in this State, know that there has always been a great lack of knowledge among the people at large, and among our legislators, of the real ends which these schools had in view, and of the means used to accomplish these ends; yet I am exceedingly surprised at so utter a misapprehension of the facts of the case as is shown in the article above cited.

It is charged that the Normal Schools are "State institutions only in name; in every other particular they are simply and solely *local* schools." In one sense the Normal Schools *are* local—they have to *be* somewhere; and G. M. B.'s objection could only be removed by putting them upon wheels. But if the charge be that they are "simply and solely local" as to their patronage, it must be replied that the charge is utterly untrue. I have data at hand only for the Western Normal School, but presume that they would be similar for the Eastern School.

Every county in the State has been represented in this school. The representation of Franklin County in the school, varies from one-quarter to one-third of the total attendance. This term it is less than one-third. Our entering class of this term, numbering over sixty, represents eleven counties.

It is charged that "few of those, comparatively, who graduate, enter upon the work of teaching; fewer still make it a permanent vocation." The facts are just the reverse of this statement. Of the 178 graduates of this school, *four only* are not known to have taught since their graduation, and one of the four is now pursuing his studies still further in Bowdoin College. Many of these graduates have taught for years and are still teaching, and of the hundreds who have been pupils in the school without completing the course, nearly all have taught in the State since their connection with the school; a large proportion are now teaching, and many have rendered the State long service in responsible positions.

It is said that the colleges and seminaries of the State fit their students "quite as well for the work of teaching." The statement is made as that of an imaginary "troublesome party," but it is a frank expression of the opinions of many who have only looked at one side of the case, and it may be presumed to express the opinion of G. M. B.

If the statement be true, Normal Schools should certainly be abolished. It is a clear assertion that no special preparation, apart from mere scholarship, is needed for the work of teaching, for more than half the institutions named do not pretend to sustain a department for pedagogical training. Can this be the belief of the writer?

But even if this conclusion be disowned, the assertion remains that the "teachers' class" in academies and seminaries does the work of preparation for teaching "quite as well" as the Normal School. In this case the Normal Schools can show no good reason for existence. Yet, there seems to be not a little inconsistency in the expressions of high regard for the Normal Schools, the assertion that "teachers' classes" in Academies are quite as effective for the work of Normal training, and the recommendation that the State appropriate one hundred thousand dollars to the Academies, that they may be enabled "*to make the teachers' class a reality.*"

This confusion of logic clearly shows imperfect knowledge of the distinctive characteristics of the Normal School as contrasted with the High School or Academy. Each has its peculiar work, and experience must decide as to the results of an attempt by either to perform the work of both. In this State, before the establishment of Normal Schools, the plan was tried of sustaining Normal Departments in Academies. The results were not satisfactory, and the appropriations were stopped. In various other States similar plans have been persistently tried, and with similar results. Attention is called to evidence bearing upon this point:

After New York had for many years tried to secure a supply of competent teachers by liberal appropriations for the support of Normal Departments in Academies, a committee of the legislature report (in 1844) that,

"In the judgment of successive superintendents of common schools, the Regents of the University, and the most eminent and practical friends of education throughout the State, these Institutions, whether considered in the aggregate or with reference to those specially designated, from time to time, for the performance of this important duty of supplying the common schools with competent teachers, have not succeeded in the accomplishment of that object."

The committee therefore recommended the establishment of the State Normal School at Albany, and the recommendation was adopted by an almost unanimous vote.

Hon. Henry Barnard says:

"*No department in another institution has ever succeeded in inspiring the same professional spirit*—in imparting the same amount of professional knowledge—as a well equipped Normal School. I have been familiar for twenty years with the teachers' Department in the New York Academies, and within the last five years have talked with the Secretary of the Board of Regents having supervision of these departments and institutions, with the Principals of these Academies, with the principal educators of the State, graduates both of the Teachers' Departments and of the Normal School, and I have *never heard one man* place the advantages of the department on an equality with that of the Normal School at Albany."

Horace Mann says:

"Both [academies and colleges] have done invaluable service to the cause of education, but they have not provided a sufficiency of competent teachers; and if they perform their appropriate duties hereafter, they cannot supply them; and I cannot forbear to express my conviction that, if the work is to be left in their hands, we can never have a supply of competent teachers for our common schools without a perpetual Pentecost of miraculous endowments."

Hon. B. G. Northrop, late Agent of Massachusetts Board of Education, and now Secretary of Connecticut Board of Education, says:

"The science and art of teaching can not be properly taught in an ordinary Academy. It is a great and difficult science, and needs a special school as much as that of Medicine or Law."

The following is from experienced Superintendents of city schools, and the statements were made in May and June of 1873. H. F. Harrington, Supt. of Schools, New Bedford, Mass., says:

"We require such graduates of the High School as desire to become teachers in our service to spend at least one year in the Training School.

"We once had the Normal class as a part of the High School; *it was, in the main, a failure.*"

"A Normal School is indispensable to the highest prosperity of a system of schools. We find it so."

A. P. Marble, Supt. of Schools, Worcester, Mass., says:

"I am decidedly of the opinion that a separate Normal School is far preferable to a Normal class in the High School.

"I think a good Normal School is indispensable to the prosperity of the public schools; for teachers must either learn correct methods of teaching before they become responsible for a school, or they must experiment with pupils before they can secure good systems of teaching and healthy discipline."

E. B. Hale, Supt. of Schools, Cambridge, Mass., says:

"I am decidedly of the opinion that the Normal School should have no connection with the High School, *but that it should be a distinct school.*

"I feel that a Normal School in some form is absolutely essential to secure the highest prosperity of our schools."

W. T. Harris, Supt. of Schools, St. Louis, Mo., says:

"We deem it essential to keep the Normal School separate from the High School, because

"(*a*) Its discipline must be far more precise than is practicable in the latter.

"(*b*) Its instruction must be on a different method.

"(*c*) The *esprit de corps* so necessary to a Normal School can not be achieved in it as a department of a High School. No department, fitting pupils for a trade or profession, can secure *esprit de corps* in an institution whose main object is general training."

Henry Kiddle, Supt. of Schools, New York City, says:

"I consider a Normal School an essential part of every truly efficient system of common schools.

"There should be an entire separation of the Normal School from the High School, the objects of the institution being quite distinct, and more especially because the tendency must be, as experience has uniformly shown, to lose sight of the Normal features, and give exclusive attention to the Academic.

"In my judgment, it is desirable and indispensable that the Normal pupils have an opportunity to observe from day to day the actual work of some regularly organized Primary or other school, to witness methods of instruction, discipline, etc."

All this testimony from eminent and experienced educators is but a varied statement of the fact that fit preparation for the profession of teaching cannot be given in schools which make this preparation of secondary importance, and merely incidental to the other and regular work of the school.

While giving due honor to whatever has been done and is now doing by any of the academic institutions of the State to send out teachers with a truer apprehension of the problem before them, it is but simple justice to insist that the academy cannot, without a complete change of character, give that professional training, progressing from term to term, in educational history, in the principles of the science of teaching, in modes of school organization and management, and in practice in teaching, under the direction and criticism of those who are teachers of methods as well as of facts and principles, which can alone constitute professional training, and which is the special work of every well organized and conducted Normal School; and it is but duty to enter a protest against erroneous statements which tend to mislead, and against that false perspective which confounds all gradations in agencies for pedagogical training.

I am sure that good work of its kind is done in some "teachers' classes," but I have good reason to fear that in many cases the professional work in these classes amounts to nothing. G. M. B. states that they educate the great body of our teachers. For some nine consecutive years I have taught large classes of intelligent young men and young women from all parts of Maine, and from these I know that the instruction given in most of our common schools is so unphilosophical and absurd as to disgrace the State. The academies need to limit and improve their work in regard to English studies. Believing that we cannot, with some few exceptions, safely rely upon them to give, in addition to their other work, in itself far too great, efficient help in the training of teachers, I would yet heartily join hands with all who wisely, conscientiously, faithfully, labor in this field.

But even when doing the best work in this direction of which, by the very necessities of their organization, they are capable, they can merely help to a somewhat better performance of temporary duties those who look upon the business, as they look upon preparation for it, as secondary to other work. For the present, our teachers will be largely composed of this class; but for these I believe that other agencies, which I will not here discuss, but which have elsewhere been tried and not found wanting, could be organized, which would prove more economical and more efficient than G. M. B.'s proposed vitalizing of teachers' classes by the annual appropriation of $100,000; a sum by the way large enough to support a Normal school in every county in the State.

And this work is after all a temporary one, for the time will surely come when the parent will no more think of entrusting the nurture of the child's soul to the teacher destitute of careful, special training, than of entrusting the care of his body, when diseased, to the non-professional physician; the time will surely come when there will not be such a strange contrast as now between the indifference to their needs which many teachers manifest, and such an eloquent vindication as that of the eminent English engineer, J. Scott Russell, in his great work on Systematic Technical Education, of the claims of teaching to a most honored place among the professions, and the earnestness with which he urges the necessity and the duty of special training upon teachers of every grade, and every branch, from professor

in College or University to teacher in Primary school, and when the means for this training will be so multiplied and extended, as to meet all demands—demands even now exceeding the supply.

When that time does come, we shall find, as a result of a better understanding of educational questions, such a division of work among the various schools of the State, as will enable us to speak with some truth and sense of the school system of Maine. The College will then, recognizing the public schools, strengthen itself and them by requiring as condition for admission the full equivalent of a good High School course. The Academy, no longer an ungraded school, but building upon foundations well laid by the common school, will then be really and solely a school for higher instruction. The Normal School will then, freed from its present dire necessity of doing over again so much of the work which should have been better done elsewhere, be enabled to advance still farther in the work of professional training. Then shall we be much nearer the millennium than now. C. C. R.

WHAT THE CHILDREN NEED. 1. They need district graded schools.

2. They need a graded course of instruction, which should emanate from the State Superintendent of Public Instruction.

3. They need compulsory education.

4. They need, at least, a town uniformity of text-books.

5. They need no change in their text-books when once adopted, for four years.

6. They need a better qualified School Committee.

7. They need better qualified teachers.

8. They need none below first and second grade teachers.

WHISPERING among pupils in school is intolerable, and should be forbidden absolutely and in all cases. We know it is a difficult task to remove this affliction when it has once fastened itself upon a school, but it only requires a little tact and perseverance, which every teacher should have.

GRADED SCHOOLS.

WHEN Maine, some years ago, thought that she had been a dutiful child and had earned the right to be separated from her mother, and so began "housekeeping" for herself, there was one thing that she had not learned. Massachusetts at that time perhaps was not sufficiently advanced in educational measures, as to give her fair and beautiful daughter the benefit of her wisdom, nor could she advise her in what way to best lay a foundation for her public schools. She left her daughter to gain for herself a knowledge of this great principle of human government. Many and devious are the ways that Maine has followed in obtaining that knowledge. Bitter is her experience and pitiable has been her condition during many of the years gone by.

So far as our knowledge extends we can name no one man or body of men, who have, in the past years, had any influence in shaping the educational policy of the State. There has been no policy. No foundation ever was laid. When a sufficient number of families had settled in a section of the State, so that without too much inconvenience their children could be brought together, there was established a school. Thus in regard to these schools in past time, as we have said, there has been no policy except it may be the one which the late "Confederate States of America" desired; "to be let alone."

Spasmodic efforts have been made to increase the *efficiency* of the public schools; but the result of these efforts was the same as are all such efforts in behalf of any cause.

Private institutions of learning, founded and nourished by men, who recognized the necessity of such public schools as should thoroughly educate the people of Maine, were scattered throughout the State. We could not, if we would, estimate the amount of "Academy stock" even now held by private individuals, nor can it ever be known or told how much of such stock has been given to the town, when a change in the kind of school might be necessary.

Now, these institutions have done a noble work. They have educated many noble men and women, whose names are honored and ever will be honored in the State. So likewise, have many other

forms of business raised up men that have been an honor to the peculiar class of business which they chose for the means of getting their living, if you choose to put it in that way. But all these institutions were private. They arose from necessity. Because the State did not start its public school system upon any plan by which these higher institutions could and must be supported, private enterprise had to do it.

Had the State adopted the policy of giving all the children within its borders an education, such as would fit them not only in the common and indispensable branches of learning, but also in the higher branches, placing no limit whatever on the grade which the public school might attain, we in this year of our Lord 1874, would not be obliged to begin the foundation of a *complete public-school* system, but we could use our endeavors to increase its efficiency in every available means.

The public-school system heretofore has been rather a poor school, and those who have been able have demanded something better for their children, and that demand has been met by the Academy and the boarding school. But why should not the public purse pay for the education of such of our scholars as desire a more efficient education than has been given by the public school? Now the *free* high school is just what *is* needed. Six years ago the want of these schools was felt. Our Superintendent sitting in his office at the State House, consulted the chief men in the State upon this very thing, as upon many others. It has taken some time for him to accomplish the work. He has accomplished it by persistent hammering, and it has been so well done that after a year's trial the magnates of wisdom (sarcastically so called, we believe) who assembled at Augusta this winter, came manfully to the support of these schools. They found no fault, nor did they in their great zeal for economy refuse any appropriation for their aid. One thing, then, assuredly has been accomplished, even if it was done by "sitting in the State House and making up one's mind, or even if after having visited the larger cities and towns;" and that one thing is the establishment of FREE HIGH SCHOOLS as well as the fact that people *do* believe in them, and also the fact that Academies must take a "back seat."

We have already made this article longer than we intended, but we must say a word on two points.

First. These schools will in a shorter time furnish more skilled teachers at a less expense than the academies.

We lack that advantage that we would gain in our common schools, because we have not competent teachers. We have not competent teachers because we have but two Normal schools, and they can't furnish them for many and divers reasons. It is no such thing; we don't have competent teachers, because our academies in past time have not reached nor cared to reach the great number who were engaged in teaching. The academy was until a few years since a college feeder, not a teacher-making establishment. Even in their so-called teachers' class of late years, there never were those who made teaching their calling alone. That class of young men and women would not and did not attend the academies, since they must meet there at the same time and under the same instruction, scholars of all ages. This class composed only those who wanted to get to college, and must teach to pay their way. If this *graded* system of schools had been established, however, the foundation of the knowledge of all who desired to become teachers would have been thoroughly placed; and as they worked on their way through the common and High schools, they would be found more competent to take charge of the common schools than they would by neglecting their primary studies, and taking one term's drill at any Academy, and then think themselves completely armed for their work.

Secondly. They won't work. We willingly assent, provided we don't want them to work. If the trustees of "By-town" Academy, or any other, desire to have a feeble school composed of the boys and girls who live in the village where the Academy building is situated, and teachers can be found who desire to teach in these schools, let them keep on. Of course a High School won't work there. If we have not knowledge, or energy, or public spirit enough to make them work, of course they will fail. But if this be true, it only reveals our own weakness. If we are not capable of doing this thing, there are better and wiser and stronger men who are thus capable.

We do not intend to say that such schools as Waterville Classical Institute, Westbrook Seminary, &c., &c., should be included among the academies. They are to be the gainers under this graded school system. They are the feeders for the college. Pupils would come from the graded schools to them to be fitted for college, and they

would be the gainers thereof. If they desire to teach the higher English branches, they will find their pupils trained for that work; and not have those in their schools who cannot make any headway in the graded school, and are sent to them because they are dunces.

RHETORICAL DISCIPLINE.

BY PROF. O ROOT, JR., GLASGOW, MO.

THE Greek schools were schools of Rhetoric; they included the "what-to-say" under the "how-to-say." This error was long ago corrected. In fact, rhetorical culture has been pushed altogether one side, and it has been left mostly to chance whether rhetorical drill was given.

Are there not now many schools where only those who have positive talent in rhetorical directions shine in such work, while in these same schools great care is taken that in other matters there are *no poor* scholars? We Americans are reproached for our "much talking;" is not this for lack rather than from abundance of proper discipline and culture? I claim that most of our schools need, just now, nothing more positively than good practical rhetorical culture. I do not mean the study of systems of rhetoric or mere drill in vocal gymnastics. I mean discipline in the *arts* of written and oral expression; and as a means of this discipline, a more careful attention to English Literature and History. These subjects are taught; but how do they rank in comparison with Mathematics and the Natural Sciences?

In making these statements, I am not judging from schedules in Catalogues, but from my observation of those sent out from our schools and colleges. A good school should no more send forth a poor speaker or a poor writer, than a poor scholar in any other department; more than this: the average excellence in these directions should be far greater than in any other, for the field is more varied, interest is more easily awakened and kept alive, and under proper drill the average will be greater. There are some means of discipline in practical rhetoric in which I long ago lost faith. Mere essay writing and declamation in school will not effect the desired result. Pupils go on, year after year, gaining little or nothing, even in facility

of expression, unless there be something more than mere practice. Learning the rules of the books or listening to lectures quoting the "*Ausit*," "*Quid sit*," "*Quantum sit*," and "*Quale sit*," of *Quintilian*, will not do at all. They are very well; but sign-posts do not convey a person anywhere. Literary Societies will not avail very much. I know that I am here striking at very strongly held opinions; but I long ago became convinced that Literary or Debating Societies were a very poor makeshift for rhetorical discipline. They are better than *nothing*, sometimes, and sometimes in some respects they are worse. They may have influence in giving readiness of thought and expression; but they should only be used after proper discipline has done its work. Used as the sole means of culture they encourage wordy speechifying "buncombe," "hifalutin." They are not valuable, because pupils do not receive the drill which is needed or drill at the right time. Each pupil needs culture in some one direction and curbing in some special fault. The assignment of exercises suited to do this, is the part of one experienced in training pupils and familiar with difficulties and their remedies. Again, in the ordinary literary society, the taste to be pleased does not demand the highest exertion; members are satisfied often with reputation there which will not at all stand the test of higher acquirements. The criticism, too, of these societies is hurried, superficial, from inexperienced sources, and never receives the attention which criticism must have to render it of service.

Literary societies give familiarity with the forms and usages of deliberative bodies; they cultivate fluent talking and a disputatious spirit and style; they do not in my opinion give that rhetorical drill which the great majority need. They do not serve to point out individual faults and the means of their correction; they do not develop condensed, harmonious, forcible expression. They are responsible for a deal of the "much talking" which curses our legislatures and other political bodies; and to them is due, I conceive, some of the disgust with which very many persons of solid acquirements and clear thought look upon all rhetorical work.

Rhetorical discipline is of sufficient practical value to justify the employment of the very best means for its attainment. Whatever one may know, it is of value for him to know also how to tell it; to be able to bring that knowledge in contact with other minds, and

this in the most effective way. The notion that if one has knowledge it will *out*, is disproved hundreds of times in the experience of any close observer. Study, indirectly, cultivates power of expression, and study in some directions is of great indirect value rhetorically. But one may be a superior mathematician, scientist, linguist, even, and yet by no means possess expressive power commensurate with other attainments. If there be a strong, natural power, then it will avail itself of indirect means for its development; otherwise the knowledge too often goes unexpressed.

This rhetorical discipline should be carried on side by side with discipline in other directions; and powers of expression should strengthen and widen with increase of knowledge and of thought.

"How to do it?" is a question well worth attention in our present schools, whose object is not to turn out an occasional genius, but to *elevate* the average power of the mass.

The studies of any school course can themselves be made as indirect agencies, vastly more effective than they now are. Prof. Bain objects to ordinary "composition" writing, that as the pupil must furnish *matter*, the attention is so much absorbed in this, that *manner* of expression is lost sight of. In class study the text-book furnishes the matter; questions written by the teacher act to suggest the thought; the attention of the pupils can be given to the expression of it. Written exercises in recitations upon any subject are invaluable, not only as serving to fix the facts and principles in mind, but as giving rhetorical drill.

Another indirect agency, and so powerful as hardly to be indirect, is the study of literature. I do not mean by this a mere learning of names of authors and their works and a few facts about their lives; but a study of the works of authors for their thought and expression, a study sufficient to bring the pupil into something of sympathy with the writer. To teach literature thus requires more time than is assigned to it in most schools and the concentration of attention upon fewer authors.

But the familiar method of essay writing and the reciting or declaiming of extracts which is now in use and yet in many cases so nearly useless, may with proper care be made the most valuable means of rhetorical training. The declamations should be well selected and always submitted to the teacher's judgment; they should

be thoroughly understood by the pupil; and the style of expression and of thought pointed out; they should be rehearsed and the delivery carefully criticised by the teacher. In many schools, pupils declaim as well as write essays *too often*. Neither they nor the teacher have leisure to give the time and attention needed to *gain* something from each declamation. If a pupil gains the ability to render one declamation well, he has gone far toward obtaining the power of a good declaimer. A small amount of practice thereafter will bring constant and rapid improvement. The point is to have the student give that first good declamation; to this the teacher should bend his energies. Once in six or eight weeks is often enough for declamations from each pupil. Even three declamations a year, each thoroughly worked up, will do more good than twenty gotten hastily and spoken without care or rehearsal.

With essay writing, the same is true. It is not to write so much; but to learn to express one's self well on a subject. If the pupil takes up one theme, works it out carefully and produces a good result, there has been more gained than would come from a dozen hurriedly scrawled compositions. It is difficult to bring pupils to proper attention and care upon this subject; but it can be done, if the teacher insists and continues to insist upon it. I do not mean that all will work hard very soon; but there will grow up a general spirit of attention to such matters which will affect even the most indifferent.

The essays should be carefully examined and criticised by the teacher; the thought and its connection as well as its expression should be noted, and then especially with older pupils the essay should be talked over with the writer; faults and excellencies pointed out and reasons given for correction. The essays should be handed to the teacher some time before the reading of them is required, for the critic should as far as possible put himself in the place of the writer and criticise from the writer's point of view. I am confident that I learned more rhetoric, such as was applicable to my case and as I needed, from the talks with our Professor over my college compositions and orations than I could ever have learned from books or from mere practice.

To make the work of the teacher effective, these rhetorical efforts of pupils must be, when worked up, brought before an audience as large as possible, and to their delivery as much of dignity and interest

must be attached as possible. I do not mean exhibitions, when the best are selected and those who really need training are left out; but regular weekly or semi-monthly school exercises, so arranged that all in turn bear a part, and all feel the influence of an object to strive for.

With this presentation, must come also the giving of a proper credit in the estimate of standing; if such estimates be made in the school. If a pupil has a general rhetorical exercise but once a month, that should be so graded as to equal a month's work in any other direction. If there be the proper spirit in the school, it will equal a month's work in the care given and the thought expended.

While there is a wide difference of opinion upon the advantages of the "Prize System," I have always found it an advantage, especially in this direction. Prizes for essays upon prescribed subjects and for excellence in declamation, serve to awaken ambition and arouse exertion; and improvement is the result.

The thoughts thus thrown out are, I know, common; but they are little acted upon within the sphere of the writer's observation. There are comparatively few schools which make good writers and speakers of the majority of their pupils; it is, I believe, because they do not give proper attention. When rhetorical studies become practical rather than theoretical, work more towards outwritten and outspoken results, there will be greater willingness to foster and support them.

Printing in Pekin. A recent letter from Pekin speaks of the erection of a printing office in connection with the Government College, where six presses are actively at work. It is not three months since the establishment was opened, and already it has struck off a volume of poems, by Tungsuen, one of the Ministers for Foreign Affairs; a volume on chemistry, by Prof. Billegrier of the Pekin College; and several volumes of an immense work on the military history of the Empire during the last twenty years. The operatives in this establishment were all trained by American missionaries, some of them at Shanghae, and some in a printing office opened in Pekin five years ago. After this it will not do to speak of China as a stationary and petrified Power. With the printing press at work in its capital it must go forward, even if the Government had not already declared by this innovation that progress is its choice.

CONDUCTING RECITATIONS.

NOT long since I visited the North school in Portland, and among other things, I was particularly pleased with the manner in which the recitations were conducted. Each grade of scholars was divided into two divisions. In the room which I first entered the Second Division was reciting. The teacher was furnished with two sets of white cards, corresponding in number to the number of pupils in each division. On each card was written the name of a pupil. The teacher placed the cards designed for the division reciting together, and then took up the top card and read the name written on it. The pupil whose name was called stood erect by the side of his seat and answered very promptly the questions asked by his teacher. The next card was then taken up, the name read and the pupils questioned as before, and thus the recitation proceeded; and throughout the whole the strictest attention was paid by every member of the class. The uncertainty as to whose name would be called caused all to be on the alert.

The advantage of this method over the old-time, consecutive, clock-work recitation cannot fail to be seen. Nearly all teachers occasionally call on their pupils to recite promiscuously; but as it is some little trouble to select and designate the pupil to recite, they generally fall back on the "turn" method, and use that the greater part of the time. Now, by using cards the teacher is relieved from the necessity of determining who shall recite, and, consequently, can devote his whole time and attention to the recitation; moreover, he can be sure that every pupil has an opportunity to recite. The dull and backward scholars have an equal chance with the brighter ones, and all are expected to be prepared on the whole lesson.

ELIZA H. MORTON.

WE have but one moment at once; let us improve it. Our moment will soon come when this life will cease—may we so live as to meet it without regret.

A MORE glorious victory cannot be gained over another man than this, that when the injury began on his part, for the kindness to begin on ours.

TEACHING VS. HEARING LESSONS.

TO one who is familiar with schools, the first glimpse of a class-room, the first movement of a class, almost the first word spoken, reveals the character of the work done in it. Power and skill, or the lack of these, are shown in every thing done, and felt in the very air. Both manner and results bear the unmistakable want of a master, or the equally clear signs of an apprentice or a trifler. And this whether the work of a class be a "common" or a "higher" subject; whether the lesson of the day be a familiar one or a new topic. A long visit may increase interest in the class or the subject and may disclose the source of power, but the fact of good teaching in distinction from mere hearing of lessons is apparent on the face of things. It may not be possible to put all the points of this difference into words, for we often see and feel the force of that which we cannot state as a formal precept for another to follow, but some elements of it may be separated from the complex whole.

1. It is immediately apparent that class and teacher now come together for some definite purpose. Each expects something of the other. The pupil is under a sense of responsibility to the teacher and the teacher to the pupil, and each will hold the other to his duty. There is an air of business, an attitude of attention, a silent but effective demanding, or rather expecting of attention and effort and of preparation of all that was required, together with a manifest readiness to be patient without sacrifice of thoroughness, to be rigid in requirements and conciliatory in manner, that give appearance of results. No time is wasted in delay, in dawdling, in asking and answering needless questions. Every thing needed in the class has been brought to the class, and every thing required for use, map, pointer, crayon, paper and pencils, is at hand. No time is wasted in getting into order, or discussing "how far we went yesterday," or whether, "this was to be skipped," or in reminding the teacher that he promised to do this and that left over from last week. The teacher and the class have met for something understood by them both, and then proceed at once to do it.

2. The teacher knows the lesson and knows it in such a way that

he could recite as he requires the pupil to recite. He does not need to keep his eye on the book and his finger on the place. He can do without a book, except as problems may be taken from it, or sentences given for analysis, or as it contains the text to be translated. It more frequently lies on the desk for occasional reference then is followed letter by letter. It is evident that the teacher is master of that part of the subject, that he sees how it grows out of a preceding part and prepares the way for what follows, and he has estimated the relative importance of it and just how much time he can afford to spare upon it. His questions show this; his explanations clear, right to the point, sharp and sharpening, confirm it; the manifest confidence of the class in his statements, and the eagerness with which they seize and appropriate instruction make it plain that they are in the habit of receiving positive statements which will bear close questioning, and which will apply directly to the case in hand. Questions asked are for information, not "to catch the teacher"; the pupil knows that he will be expected to be sure of what he claims to understand, and that the teacher will not be satisfied until every point is made clear to all.

3. Teaching does more than to ask all the questions in the book, more than to go all round the class in order every day, more than to call for all the words of the text. It finds out, now in this way and now in that, how much the pupil knows, not how many words he can say; what application of knowledge he can make, not merely how many rules he can repeat. The teacher's knowledge is of things, not of words; he sees things in their uses and in their relations and they become to him signs not of learning only, but of wisdom as well. And as face answers to face in the water, so the knowledge of the pupil, when a subject is finished, is seen though in different degrees to answer to his own knowledge.

4. The teacher's knowledge of a subject is also of such sort that it gives him the basis of all needed explanations and illustrations. He knows where difficulties lurk and how they can be met. He anticipates that such a step may be too much to take at once and divides it into two. He sees the need of some special illustration to aid in grasping a principle, and he inserts what will give necessary light. He knows how much the senses enlighten the mind and he puts a hard question with some sensible answer. He does not expect

a child to understand the "book definition" of horizon unless he has first called attention to the fact that the earth and the sky *do* appear to meet at a certain distance from the observer. He does not suppose that many learners will "know for certain" how net veined leaves differ from others unless the two have been compared, nor that they will know how "to write a composition" without information about the subject of it. He has had experience of all the trials of a learner and is ready to "bear a hand" when others ask for it. You may see how quick he is to vary a question, to add to an explanation, to lead the pupil into the light, to help him to perceive how this step follows that. His fertility of resources will not please more than his readiness to notice just when those resources must be used, and when the pupil should be left to his own devices.

5. It compels,—or shall it be rather said inspires?—pupils to use their own powers and does not allow them to suppose that all the heavy loads are to be carried by the teacher, but of all, the pupil must carry his part, and of most, the whole. The pupil studies, the pupil wrestles with difficulties, the pupil tries and tries again, and in the end, the pupil gains the victory. He is aided, he is guided, he is encouraged, and that is all; he does the work, for he is held up firmly to it and not allowed to flinch. Just here, perhaps, more than anywhere else, the power of a true teacher is shown. When a child says, "I don't know," the hearer of lessons simply tells him: the teacher compels him to look, at least, for the truth. When the child says, "I can't do this," the former does it for him; the latter sets him at work to do it for himself. When the child is indifferent and careless, the one weakly does his task for him or lazily lets it go undone; the other, by means as various as the resources of a fertile and earnest mind, stimulates, provokes, urges him to do his own task, for he will accept that of no substitute.—*N. Y. State Educational Journal.*

THE COLOR OF THE EMERALD. Whether the green color of the emerald is due to the presence of oxide of chromium, or to that of certain hydrocarbons, is a question which has been discussed of late years by a number of chemists, including Lewy, Wohler, Rose, Hofmeister, and Boussingault. Quite recently, Dr. C. Greville Williams has directed his attention to the subject, and, after a series of carefully-conducted experiments, comes to the conclusion that oxide of chromium is the true coloring agent in the emerald.

EDUCATION AND BOOK KNOWLEDGE.

HIGH water mark of a very prevalent theory in education is reached in an assertion, by one of the foremost educators of the day, to the effect that what a man can write out fully and fairly concerning any matter, *that* he knows, and no more. Whatever falls short of this simple and certain test, we are told, is no better than sheer ignorance.

The phrase expresses, with axiomatic terseness, the controlling spirit of the schools; and for this reason, we suppose, it has been echoed right and left as a settled dogma in education. From the primary school up to the highest, excepting a few scientific schools, the grand test of knowledge is verbal expression. The pupil that recites best wins the prize; and as the most credit goes to that teacher whose pupils meet the standard required most completely, the tendency is to narrow the range of teaching to those things which can be most readily reproduced in formal phrases. The premium is paid for words, and naturally the teacher gives more attention to them than to the pupils' mental health or mental development.

Not that facility of verbal expression is to be despised or neglected. It is an art second to none, and worthy of proportionate culture. In many cases it is also a first-rate test of knowledge; but to make it the ultimate test, in all cases, involves a double fallacy, subversive of the highest aim in education. It implies that all knowledge worth having can be expressed in words, and consequently can be communicated by words, either for informing another or for testing his information. It implies, too, that the possession of knowledge necessarily carries with it the power of ready and accurate expression.

The fact is, on the contrary, that relatively but a small part of what one may know can possibly be expressed in words; and much, even of that which can be formulated, may be thoroughly apprehended and practically used by one who could not begin to set it down in logical sentences.

Time was when book knowledge was thought to be the sole basis of scholarship. All teaching was book teaching, and it was no more than fair to expect students to prove their knowledge in book fash-

ion. But that time is past. The bookish estimate of culture no longer satisfies. The library alone can no longer make a scholar; and every scheme of culture which pins the pupil's attention to letters, is little better than a wall set round him to keep him from learning what he ought to know. That much of what passes for legitimate schooling is such a wall is recognized by everybody except the pedagogue.

Men of real culture are well aware that ability to do is vastly superior to ability to say; and they believe that the development of skill and power ought to receive at least as much attention in schooling as the mere accumulation of second hand facts; but all that sort of basic culture is not merely slighted but suppressed as soon as the test of verbal description is made supreme.

There are less than fifty sounds in the English language. If they were all devoted to the service of a single sense, all their possible combinations would be insufficient to express the distinctions which that sense might be able to recognize. There are five thousand times fifty fibrils in the optic nerve, as estimated by Helmholtz, each demonstrably capable of conveying many degrees of sensation of the several primary colors. One need not calculate the permutations of two hundred and fifty thousand to realize how meagre the richest possible vocabulary of sight terms must be for the expression of sight experiences. Still greater is the poverty of language when used for expressing the infinite distinctions of thoughts and things which the whole man is capable of apprehending. Relatively, indeed, our words are but a clumsy sort of currency for certain common needs, no more sufficient for the complete expression of thoughts and feelings than bank notes are for the measurement of values. For the grosser exchanges of life, for marketable values, money answers well enough; but how shall one express in banker's figures, or set phrases either, the value of a kindly word, a mother's love, or a cup of water to one perishing of thirst?

The killing fault with the scholastic test of knowledge is that, from its nature, it fails to reach—as it fails to encourage—more than a single phase of culture, and that one of inferior grade. It measures verbal acquisition only, not skill or power; and since conduct rather than words, ability to do rather than facility in saying what has been done or ought to be done, is the ultimate test in life, and

should be the paramount aim in education, the word test is necessarily deceptive as well as inadequate. The glib art critic, scarcely able to draw a straight line, might have at his tongue's end a greater array of fine art phrases than a Michael Angelo; and if suddenly called on to write out fully and fairly his knowledge of sculpture or painting, the master might be beaten by the mere theorist. So, too, the veteran shipmaster of a hundred successful voyages might make off hand a poorer display of nautical knowledge than the cadet fresh from the naval school, or possibly the concoctor of sea stories for a sensational newspaper.—*Scientific American.*

SCHOOL STATISTICS.

'Twas Saturday night, and a teacher sat
Alone, her task pursuing;
She averaged this, and she averaged that,
Of all that her class was doing.

She reckoned percentage—so many boys,
And so many girls, all counted,
And marked all the tardy and absentees,
And to what all the absence amounted.

Names and residence wrote in full,
Over many columns and pages,—
Yankee, Teutonic, African, Celt,
And averaged all their ages.

The date of admission of every one,
And cases of flagellation,
And prepared a list of the graduates
For the coming examination.

Her weary head sank low on her book,
And her weary heart still lower;
For some of her pupils had little brain,
And she could not furnish more.

She slept; she dreamed. It seemed she died,
And her spirit went to Hades;
And they met her there with a question fair,—
"State what the per cent of your grade is."

Ages slowly had rolled away,
Leaving but partial traces;
And the teacher's spirit walked one day
In the old familiar places.

A mound of fossilized School Reports
Attracted her observation,
As high as the State House dome, and as wide
As Boston since annexation.

She came to the spot where they buried her bones,
And the ground was well built over;
But laborers, digging, threw out a skull
Once planted beneath the clover.

A disciple of Galen wandering by
Paused to look at the diggers;
And, picking the skull up, looked through the eye
And saw it was lined with figures.

"Just as I thought," said the young M. D.
"How easy it is to tell 'em;—
Statistics ossified every fold
Of cerebrum and cerebellum."

"It's a great curiosity, sure," said Pat;
"By the bones can you tell the creature?"
"O! nothing strange," said the doctor, "that
Was a nineteenth century teacher."

A HORRIBLE DEATH. The abalone is a univalvular shell fish, which attaches itself to the rocks on the Pacific coast, and which the Chinese, who regard the meat as a great delicacy, are very eager to obtain. In securing it the fisherman is obliged to wrench it loose at once, as it is able to fasten itself almost immovably to the rock, by closing its one shell, and the unfortunate who gets his hand imprisoned is made to suffer intensely. On the 30th ult. a professional fisherman named Fung Chon, residing near a place called Roseville, in California, went out in his boat to hunt for abalones, and, as is supposed, seeing a very large one in a cleft in the rock, and leaving his boat, leaned over the rock to get it. It closed upon his hand, and the poor fellow, unable to obtain any leverage whereby he might free himself, even at the sacrifice of his hand, was held a prisoner, suffering undreamed-of agonies until the rising of the tide ended his torture with his life. His body was recovered the next day by a brother Celestial, his hand still held in the terrible vice, and his face betraying the agony which no human eye had beheld.

IN Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Instruction is obligatory.

ORDER IN THE SCHOOL-ROOM.

A TEACHER in the school-room, whatever may be his amiability, his good intentions, his skill, is, in a certain rather serious, albeit wholly godless sense, an enemy in an enemy's country. Vigilance is emphatically the price of his success—is, indeed, the price of his existence as an instructor. One scholar in three may, at the outset, be inclined to win favor by trying to behave himself. The other two will not so try; and the exception of a third will very soon become a smaller fraction, if the teacher does not promptly show that he is equal to the situation. This may have a cynical tone to the young, hopeful, good-natured aspirant. He may say to himself: "Kindness is my rule of conduct. My scholars must love me, as I love them. By kindness only shall I win their love." Correct enough, so far as winning affection is concerned; but, unfortunately, there can be no true actuating affection without a firm foundation of respect. This respect is not to be gained by kindness, but by proving yourself master; and amiability is the ruler's traitor in the camp.

It does not, however, follow that because you cannot at the moment love, you must hate. No greater mistake than this could be made. The temper should never be allowed to rise beyond that altitude known as righteous indignation; for exactly as your anger rises, you fall, and thus become an object to be despised and consequently, trifled with. If you had to deal with each scholar separately, no others being present, you would probably reach the best results by kindness alone; but it must be borne in mind that the individual human creature undergoes a change when placed in immediate contact with others of the same race. After a few days of such close association for a common purpose, as being in school implies, a wonderful perfection of sympathy is established; and, as restraint is always irksome, even to the best of us, any attempt on the part of any one of the little company to make light of that restraint is instantly perceived, and if this trifling gives no certain promise of painful results, it is by all instinctively, though more or less secretly, endorsed. The vagueness of responsibility sheds a mild halo around the cunning misdeed; and if the teacher does not detect the pecca-

dillo and visit it appropriately, other attempts follow, increasing in boldness, until good order passes dismally to hopelessly bad order.

It is altogether idle to be kind under such circumstances. A severe, austere state of mind must be at once assumed and felt, and the powers of perception should be directed with their utmost intensity to the detection of such minute transgressions. In general, it is best to investigate clandestinely, and do it very adroitly. When the source of the evil is found, make such note of it as shall prove discouraging to the misdoer. You may grade your punishments as you think proper; circumstances in a great measure determine the character of those; only be sure that they fall inevitably. Above all things, rest your self-respect as a teacher upon the consciousness of your ability to "catch him at it."

You will find the deep conviction on the part of your scholars that nothing escapes your all-seeing eye, the most efficient aid to success. Once establish that kind of reputation, and you will find the necessity of severe punishment seldom arising. The fact that a master's eye is resting upon the neatest, most ingenious piece of mischief, makes it instantly stale. It, as it were, decays all at once and becomes offensive to the concocter. "Nipping in the bud" is an expression by which scholars convey their conception of skillful order-keeping. If it is conceded that a teacher knows how to do that, his trials are nearly over. "Attention to particulars," then, should be every teacher's motto—in reference to order, as well as in reference to imparting instruction.

Of course, the teacher, in keeping order, should "begin at home." He should have, in advance, a clear conception of the order he intends to keep; and he should so identify himself with this notion that he shall feel—very deeply feel—that there may at no moment be any shadow of turning from it. So sensitive should he be, that a single paper-ball, flying from an unseen source, shall startle him; for to him that paper-ball is a kind of spiritual bomb-shell; it shows that the enemy is near. This caution, however, is necessary; he should not seem to have seen the missile, unless he is sure who threw it. If he simply tries to find out, and fails—which will too often happen—he reaps contempt. He will be acting very wisely in making it a serious matter with himself to catch the perpetrator next time in the act.

When the teacher has succeeded in getting his school in suitable order, as regards material things, then comes the yet more difficult task of putting the young minds in order—putting and keeping them right side up. He must have their attention. If, while he is trying to impart instruction, there is in the mind of the scholar a stolen enjoyment of the memory of a kite successfully rising, or of a group of chickens in the back-yard at home, or of any one of the thousand things which haunt the soul of childhood, the process of teaching becomes very nearly a farcical one. Merely asking—even commanding—attention, secures it only for one moment. That which is to be imparted must be so shaped as to spring fresh and living from the teacher's lips. To secure this freshness there must be absorbing interest on his part—not in the general bearings of what he is communicating, but in the details. This ability to become, in a lively manner, interested in minutiæ, is the special gift of the instructor.—*The Normal Monthly.*

A Good story is told of Governor Chiltendon, who was one of the early governors of Vermont. He was an extensive farmer, and had two sons. One was a boy of bright intellect, and the other dull. The father thought that nature had done enough for the youngest, and that he would make his way in the world without more than a common-school education, but that the elder would need all the aid of a liberal education to make up the natural deficiency, and he was accordingly sent to college, while his brother was kept on the farm. It happened one spring that among the fruit of the governor's herd was a very stupid calf. It would not suck nor drink, and no amount of effort on the part of the father, son or "hired man" could induce him to take his sustenance. After repeated efforts the good man's patience gave out, and he said to his son, "Freeman, what on earth shall we do with this stupid fool?" "I don't know, father," was the ready response, "unless we send him to college with Martin!"

Not *isinglass*, but *mica* in stove doors. Isinglass is prepared from the swimming bladder, sound, or air bag of fishes, and is used for blanc-mange, jellies, etc. With acetic acid it makes an excellent glue. *Mica* is a siliceous rock.

SUCCESS IN TEACHING.

SUCCESS in the several avocations of life is what we all desire. It is the aim of the teacher, as well as the farmer, the mechanic, the poet, the painter. *Perfection* is the grand ultimatum, but this is only the result of success in one or more particulars. Success can and will be achieved by all who put forth the proper effort to obtain it. This being true, decide in your own mind what success is, then how to seek it, lastly work energetically for it, keeping in view that success depends, not upon one great effort, but upon regular, patient, and faithful labor.

Success is obtaining the correct results. In teaching it consists in making the pupils know, in cultivating in their minds a love for study, in inculcating good principles, in forming right habits, and in developing tastes and talents judiciously. To accomplish these objects, one must have skill as well as knowledge. He needs to understand, fully, the right methods of all pertaining to his branch of the profession, and must have both tact and skill in applying and imparting the same.

He should be free from all of the more common errors, should make a list of such as other teachers have, carefully consider his own, and avoid them all. He should strive hard to attain perfection, mature and systematize all his plans, invent methods for overcoming difficulties, and frequently criticise his own plans, rejecting all that may not bear a close scrutiny. He should mark all his errors, their causes and effects, and shun them in future.

The requisites of a good school are, a good house, a good teacher, and good scholars. The first essential is provided for by the general school law of our State, but very frequently, it may be rendered much more comfortable and attractive, by being properly managed, by those in whose care it is placed. The second and third depend almost wholly, upon the individual exertion, enterprise, and taste of the teacher. He is the originator and the performer of his own thoughts and actions; and at the same time moulds, directs, and gives tone to the character of his pupils.

The house has a great influence upon the school; hence, it should be kept clean, neat, quiet, and well ventilated. A thermometer is

not only an indispensable instrument in determining the temperature of the atmosphere in the school room, but at the same time furnishes the text for valuable object teaching in more than one of the natural sciences.

A few hints to our primary teachers may be beneficial to some of them; hence, I shall enumerate several particulars which are clearly included among their daily duties as instructors of youth.

Go to school in good season. Call school at the right time, and have your pupils resume their places at the desks promptly and quietly. Arrange your programme systematically, and carry it out to the minute. It is as necessary that you follow it to the letter, as for your pupils to do so. Be prompt yourself, and you will secure promptness upon the part of your scholars. Provide work for every pupil, and secure his co-operation in the daily exercises. Lead them to see that it is for their interest and benefit, to have hard study and correct discipline in the school. Give short lessons, and assign them so plainly, that no one may mistake the portion set apart for study. Have each exercise well prepared, and clearly, promptly, and accurately recited. A little, well-known, is of more value than volumes of literature, not understood. Do not assist your pupils much at recitation; do not allow them to assist each other; but cultivate their self-reliance; and excite an interest in your classes. Be enthusiastic yourself and your pupils will be likewise. Review often, talk but little, be mild, be firm, and encourage those who need encouragement.

A good teacher can become better. Do not be satisfied with your present attainments, but seek to improve yourself; strive to stand high in your profession; for if you do not manifest a love for education, why should your scholars?

Talk with parents about their children. Urge upon them the necessity of encouraging their children to be obedient, prompt in attendance, and diligent in their studies. Invite the patrons and other friends to visit your school. Let them understand that their visits are always welcome; and above all, treat them as your equals, whether in public or private. Many schools have failed most wofully from the false position maintained, by the teacher, toward those to whom he should have looked for a support, which would have been cheerfully given, had he manifested a more kind and affable disposition toward his equals.

Read good authors upon teaching. Read carefully and study for improvement. Adopt new methods with caution. Hold fast to the good and reach forward for the better. Try always to be able to give a reason for your methods of teaching. Write out a list of the qualities of the good teacher, and attempt to make them your own. Don't be satisfied with doing as well as others, but surpass them. Surpass your former self daily.

Follow these suggestions and success is certain to crown your efforts.— *West Virginia Educational Journal.*

HISTORY.

I.

FIRST, name the four principal nationalities which colonized North America.

2. Describe the character of the first settlers in Virginia.

3. What effect have the Puritans had on the character of our people?

II.

1. Name and describe, in brief, one of the early Indian wars.

2. What were some of the effects of the French and Indian wars?

3. Name the thirteen original colonies.

III.

1. Give three of the oppressive acts of the British Parliament which led to the Revolutionary War.

2. Who drew up the Declaration of Independence?

3. When did the colonies assume their present name?

IV.

1. Mention one of Washington's most brilliant victories.

2. Describe the battles of Saratoga.

3. Tell something of Gen. Greene's method of conducting the war in the South.

V.

1. Point out some of the evils which the Constitution was designed to remedy.

2. During whose administration was Louisiana purchased?

3. State, definitely, what region was included in this purchase.

VI.

1. Name the leading cause of the war of 1812.
2. Give a noted battle won by General Scott.
3. Describe a noted battle won by General Jackson.
4. What part did the navy take in the war of 1812?

VII.

1. What gave occasion for the Missouri Compromise?
2. What were its provisions?
3. What view did the Whigs hold concerning the United States Bank, Protective Tariff, and Internal Improvements?

VIII.

1. Show why the South was opposed to Protective Tariff.
2. What prevented secession when South Carolina passed her act of nullification?

IX.

1. What bearing did the war with Mexico have on the question of slavery?
2. Name the States that seceded.
3. Name four commanders-in-chief of the Union armies during the war of the Rebellion.

X.

1. Describe the battle of Gettysburgh.
2. Give briefly the closing acts of the war.
3. Name, in order, all the Presidents of the United States, stating which have served two terms, and which were elected by the House of Representatives.

STEADFASTNESS. That good old word is the best English name of an admirable grace. The word "stead," the stout old Saxons and Danes used to indicate a place. The home-stead was, and is, the home-place—the place where the home is *stayed*, or fixed. David died, saith the Scriptures, and Solomon reigned in his stead, *i. e.*, in his room or place. To be steadfast, therefore, is to be "fast," or firmly fixed in one's own place—place of duty, place of right. It is to have *purpose*, where a large part of mankind have only *pulp*. A quaint writer says, "we have need of grit as well as grace," which is so rough a way of putting it that we may call it a gritty saying; but it has more than the average amount of truth in it, too.

Educational Intelligence.

MAINE.

CASTINE, March 21, 1874.

MR. EDITOR:—The examination exercises of the High School took place on Wednesday and Thursday of this week. During the past year, the school has been under the charge of Mr. I. C. Dennett of Lewiston, a graduate of Bates College. Mr. Dennett has fully sustained the highest reputation of the school, in past years, by the thoroughness of his instruction, and the excellence of his discipline. During the past term, Miss Cate of Castine, a lady of excellent scholarship and fine teaching ability, has rendered most valuable service to the school as assistant teacher. On Friday afternoon the exercises of graduation took place, a class of eight, seven ladies and one gentleman, presenting themselves as candidates for diplomas.

The High School building being too small to accommodate the friends of the school, Normal Hall was tendered for their use. The class essays were very well written and read, and most of them evinced thought and good sense.

A reception given in the evening by the class, was a very pleasant termination of a day, a term, and a course.

The town has reason to prize its High School, and if it does not secure for another year the teachers who have added so much to its reputation, the reason must be that better remuneration calls them to other positions.

Eastern Normal School registers one hundred and thirty pupils. The material is excellent, and the term promises to be a profitable one.

The town of Warren has voted $1000 for the continuance of its Free High School. There has been much opposition in the town to higher education, and the present indications of progress are largely due to the excellent success of the popular Principal of the school, Mr. W. O. Fletcher, who has taught one of the best schools in the county. The Committee and other friends of education deserve much praise for their determination to have the good town of Warren stand as high in education as it does in all things else. They have their reward. G.

MISCELLANEOUS.

The Cleveland Board of Education has under consideration a proposition to introduce the study of phonography into the public schools of that city.

The school-board of Indianapolis forbids teachers to use text-books in recitations; but allows them to make an abstract of the lesson, to be used during the exercise. Take the hint.

There are hundreds of teachers in Texas who have never been paid for their services under the old law, and the present school law is a failure, under whose provision no effective school system can ever be established.

The spoken language of China so differs in every separate province, that people living within a hundred miles can no more understand each other's dialect than an Englishman can understand a Spaniard. The Mandarin or court dialect is more common than any other, and is used at the capital and among officials throughout the empire.

The last Legislature of Arkansas enacted an entirely new school law. They abolished the Circuit Superintendency and put in its stead a County Superintendency. The County Superintendent is elected every year by a vote of the school officers of his county. This divests the election of all political claptrap, and puts a good man in the office.

THE ILLINOIS HOUSE OF REPRESENTATIVES has passed a compulsory education bill. All children between the ages of 9 and 14 years must be sent to school three months annually, and six weeks of the attendance must be continuous. Clothes and books will be furnished to destitute children. Parents or guardians who fail to comply with the laws are liable to be fined.

It is said that an effort will be made during the present session of the Legislature of New Jersey to secure the repeal of the clause in the School law of that State which forbids corporal punishment in the public schools. The majority of the teachers, after a thorough test of several years, are of the opinion that the proposed repeal is required in order to make their discipline perfect.

THE ANNUAL REPORT of the schools of Colorado furnishes the following statistics for 1873: With an estimated population of 120,000, the number of scholars between 5 and 21 is 14,417. Of this number there are enrolled 7,322, and an average attendance of 3,937. The number of teachers is 237 and the average salary of the male teachers is $32 per month, while that of the female teachers is $51 per month. Colorado has County Superintendents, but does not have Compulsory Attendance.

The schools of California open annually about the first of September, and continue, as a general thing, eight or nine months. In some localities the schools are closed for a few weeks during the rainy season. The school law of the State provides for a quarterly examination of teachers, commencing on the first Wednesday in the months of December, March, June, and September. Each county has a Board of Examination, composed of the County Superintendent and not less than three teachers holding first grade certificates.

COL. D. B. GRAHAM, of Temperance, Telfair County, Georgia, is probably the most remarkable school-teacher in the world. He was admitted to the Bar as a lawyer in 1832. Soon after he was stricken down with acute rheumatism. He then became paralyzed, his whole body being helpless, except

his hands and arms up to the elbows. For a long time he has taught school while lying on his back. His school is in a flourishing condition, and he is making money. Many distinguished persons have graduated from Col. Graham's school. The Colonel was never married. He is about 64 years old.

In Newport, R. I., the "Rogers High School" is completed, and makes an imposing appearance. The design is Venetian Gothic, and the dimensions of the building are fifty-three feet by sixty, and the stories are respectively twelve, seventeen, and sixteen feet in height. The halls and class rooms are large, all the finish is of yellow pine, except the stairs, which are of ash. On the second floor there is a fine room, twenty feet by fifty, designed to be used as a chapel and for examinations. The building contains library, chemical laboratory, and reception rooms for visitors.

In Rhode Island, according to the Report of the School Commissioners for 1873, there are 42,000 children of school age—an increase of 8,196 in ten years—but the average attendance is only 20,300. The whole number of teachers is 753, and the aggregate amount of their salaries last year was $318,000. The prosperity and growth of the city of Providence is indicated by the fact that it had 1,952 more children in 1870 than in 1860. The city of Newport presents a gain in the same decade of 631 children. Allowing on an average four children to each family, Foster lost 50 and Exeter 44 families, and Providence gained 488, and Newport 158 families between 1860 and 1870.

Dr. Clarke's book on "Sex in Education" is still creating a buzz—a sure sign that "there is something in it." The Boston *Advertiser* sagaciously suggests that while the subject is still fresh, it is in order to institute inquiries into some of those causes for the failure of health in American women to which he merely alludes. An investigation lately made in a large school brought out the fact that many of the pupils often come without having breakfasted, and bringing no lunch, and the *Advertiser* thinks this inquiry should be made general in all schools for girls, and also in workshops, with investigations as to the temperature and ventilation of the rooms where growing girls spend so large a portion of their time. There is a wide field for inquiry here, and the writer who will collate accurate and exhaustive information on these and similar points will do a great service for the sex and the race.

In New Jersey, while the entire number of children in the State of the required age—between five and eighteen years—is 279,140, there is only school accommodation for 158,454, or only fifty-six per cent. If every child was, therefore, forced to attend school, the number of the school-houses would have to be doubled. Even as it is, the laws of health are violated in many localities by crowding school-rooms and neglecting to provide sufficient ventilation. The statistics show that the less the accommodation, the less the attendance. Plainfield furnishes school accommodation for eighty-four per cent of its children, and the attendance is in proportion; Rahway comes next, with seventy-two per cent; Philipsburg follows with sixty-six; Pater-

son with sixty-five ; Bridgeton with sixty-two ; Millville, sixty ; Perth Amboy, fifty-five ; Camden and Orange, fifty each ; Newark, thirty-eight ; Elizabeth, thirty-three ; Jersey City, thirty, and New Brunswick, twenty-eight.

There are in the State of Florida 500 schools, with an average attendance of 18,000 pupils, exclusive of private schools.

The interest on the common school fund apportioned among the several counties for the past year was $14,873.23. This amount was issued in warrants and sold for about 60 cents, which brought in cash $8,923.93, a fraction less than last year, as there was no addition of back interest on bonds to be added this year, $1.43 per child. From the defective character of the returns, it is difficult to state with precision the amount raised by taxation in the several counties.

Including the one mill constitutional tax, it may be estimated at about	$80,000 00
Add to this private contributions	10,000 00
Peabody Fund	8,800 00
Interest on School Fund	8,923 93
Total	$107,723 93

The aid bestowed by the Peabody Fund is of great value, as it enables the Boards to sustain for about ten months a class of schools that are models of what good schools ought to be.

QUERY BOX.

Explanation to query No. 3 in February No., I do not quite understand.

Present worth of $240 due 6 months at 6 % is	$233.0097	
" " " $120 " 4 " "		117.64705
" " " $120 " 8 " "		115.3846
Total present worth,		$233.03165
Present worth of $240,		$233.0097
Difference,		.02195

Now let us apply the explanation.

Discount on $120 for 4 months,	$2.35295	
" " $120 for 8 "	$4.6154	
Interest on second discount for 2 months,		.046154
" " first " " " "		.0235295
Difference by explanation,		.0226245

Please let the one that gave the explanation, apply the same to a larger debt, say

$4000 due in 4 months,
$4000 " " 8 "

I should like to see a further explanation.

Although we allow it, the common method given in our arithmetics for finding the equated time is *not* correct. As in the question under consideration, we put the interest of $120 for two months equal the discount for same time, which makes a loss to receiver. Using the equated form, we unite interest and discount, destroy our original time, and consequently our per centage of discount is changed, and produces a result not true.

EGG QUESTION.

What are eggs a dozen, when two more in a shilling's worth lowers the price one penny per dozen?

Let x = price per dozen, then will 1 shilling or 12 pence $\div x$ = number of dozen purchased. (A.) From supposition, x — one penny = price per dozen, and 12 pence $\div x$ — one penny = number of dozen purchased + one-sixth dozen. (B.)

From (B) we have $\frac{12}{x-1} - \frac{1}{6}$ = number of dozens purchased.

From (A) we have $\frac{12}{x}$ = number of dozens purchased.

$$\frac{12}{x-1} - \frac{1}{6} = \frac{12}{x} \quad (1.)$$

Freeing of fractions, $72x - x^2 + x = 72x - 72$. (2.)

Uniting and dividing by 1. $x^2 - x = 72$. (3.)

Completing the square, $x^2 - x + \frac{1}{4} = 72\frac{1}{4}$. (4.)

Extracting the root, $x - \frac{1}{2} = 8\frac{1}{2}$. (5.)

Uniting, $x = 9$, 9 pence.—*Ans.*

HOG QUESTION.

Let x = price per pound of A.'s, then will
$x + \frac{1}{2}c$ = " " " " B.'s, and
$300 \times x$ = value of A.'s,
$400 \times (x + \frac{1}{2}c)$ = value of B.'s, and
$300x + 400x + 200c$. = value of both,
$(300 + 400) \times 6c$. or $4200c$. = value of both,
$700x + 200c. = 4200c$. (A.)

Transposing, uniting and dividing by the coefficient of x, we find $x =$ 5 5-7 c.; $x + \frac{1}{2}c. = 6$ 3-14 c.

B.'s 400 pounds $\times$ 6 3-14 c. its value per pound gives 2485 10-14 c. as his share.

P. A. W.

Book Table.

NEW PUBLICATIONS.

GUIZOT'S POPULAR HISTORY OF FRANCE. By M. Guizot. Boston: Estes & Lauriat. Sold only by subscription. General Agent for Maine, Francis H. Coffin, Portland.

The veteran statesman, historian and Christian philosopher, M. Guizot, as he was completing his eighty-second year, five years ago, was induced to put in full form, and to give to the public materials which he had prepared in slight notes, to be expanded from his memory in narration—for the simple purpose of instructing, while amusing, his own grandchildren. With a spirit and intent like that which prompted Sir Walter Scott to put the history of Scotland into stories told to his grandson, young Lockhart, M. Guizot essayed to deal in the same way with the history of France. The carrying out such a purpose, whether orally or in writing, requires and result in a work which comes just midway between a mere compend of dates and facts, and an elaborate if not exhaustive treatment of a nation's annals, with disquisitions and minute investigations on all complicated and controverted incidents in it.

M. Guizot had been furnished by the studies and labors of a lifetime for the new task which he undertook, and his busy and practiced pen had acquired a facility in style admirably adapted to the special demands of the work. When he made his French translation of Gibbon's great work, which he illustrated, and some of the critical matters of which he challenged to good purpose in his valuable notes, he became a master of the scholarship of his present theme. As professor of modern history in the University of France, he had delivered many courses of lectures on the history of civilization, which were afterwards wrought into his admirable work under that title. His labors have been faithful in many other special and comprehensive fields of historical literature.

Concludiug to write out in a more complete text and with sufficient elaboration the notes which he had actually used for their first and only intended purpose, M. Guizot prepared for publication in France a work to bear the following title: "The History of France from the Earliest Times to the year 1789, Related for the Rising Generation." This answers to our title of a popular history. The whole work, extending to three and possibly to four substantial volumes, is in the hands of the French publishers. A translation of the first two volumes, by Mr. Robert Black, has appeared in elegant form in London.

Messrs. Estes & Lauriat of Boston, have undertaken the costly enterprise of reproducing the English translation in an even more sumptuous form.

The enterprise, so expensive in its outlay to them, is entered upon with a confidence that it will be appreciated and well sustained in this community. Their proposition is to issue the complete work in serial semi-monthly parts. Of these, eight have already appeared, covering about four hundred pages.

This American edition will be comprehended in between forty and forty-eight parts, issued, as we have said, two in each month, at a cost of fifty cents each. This price is so reasonable that only a generous patronage can remunerate the publishers. The work is a timely one for two especial reasons. France is before the eyes and minds of all Christian people, as in a state of chronic revolution; continually engaging our wonder and our sympathy. The causes of all the revelations and excitements, the tragedies and disasters, the glories and the recuperative energies of the nation lie back in its earliest history. Filled as this is, with romance, heroism, and the alternations of triumph and defeat, it has all the charm, fascination and absorbing interest which ages of human activity and endurance can connect with the scenes of man's abode. And again, this work fills a great gap in our abounding literature. There is no good and trustworthy volume or set of volumes on our shelves with which this can enter into rivalry. It has the field to itself. We have examined both the English edition of the first two volumes, and that portion of them which has been reproduced here. The elegantly printed pages and the abounding and beautiful illustrations of storied scenes, places, incidents and persons, all presented in the harmonies of time, scenery, surroundings and costumes, have all the richness of the old illustrated chronicles. While the publication is in progress we would commend it to general readers, and especially to parents, as a work which will renew in their households a repeated and fresh pleasure once a fortnight. There is just enough of the characteristic qualities of an old age of wisdom and virtue in the venerable writer, to engage the attention of the young and retain the interest of the mature reader.

LIBRARY OF TRAVEL, EXPLORATION AND ADVENTURE: Central Asia. By Bayard Taylor. New York: Scribner, Armstrong & Co. Portland: Hoyt & Fogg.

This is only one of an extraordinary popular series of books, issued in this country. Each of the series is complete in itself, and each contains a brief sketch of the country to which it is devoted; also both the former and latter explorations in the country, as well as the most authentic statements as regard the scenery, architecture, and life of the races in the several countries. No school or public library should be without these books, which are furnished at the low price af $1.50 per volume.

LIFE OF EDWIN FORREST, with Reminiscences and Personal Recollections. By James Rees (Colley Cibber). Philadelphia: T. B. Peterson & Brothers.

Perhaps no man in the country was as well fitted for this task as Mr. Rees. His acquaintance with Mr. Forrest dated from boyhood, and Mr. Rees had enjoyed for a period of nearly fifty years the closest intimacy and friendship with the great tragedian, which gave him advantages, not possessed by any others, to write a correct and truthful history of Mr. Forrest, from the time

of his birth until his death. On almost every occasion when Mr. Forrest was called upon for a sketch of his life to accompany any work, play, or book of the drama, he invariably referred to Mr. Rees, "as being," he said, "better acquainted with his early life, and remembering incidents about him much better than he did himself." In the latter part of Mr. Forrest's life, Mr. Rees was the constant companion of the great actor, and no one, perhaps, had as many advantages to become acquainted with Mr. Forrest's professional career, or with the various phases of his character in private life, as Mr. Rees. These advantages were the result of the confidence Mr. Forrest placed in Mr. Rees. When Mr. Forrest was absent from the city, he entrusted his house, his library, his picture gallery, and all their valuable contents, to the charge of Mr. Rees, with money to defray all the current household and all other necessary expenses during his absence. Mr. Rees had the sole use of Mr. Forrest's library during the absence of the latter, and the privilege of introducing his friends to view both it and the picture gallery. All can thus understand the personal relationship which existed between the subject of this work and its author, and also the motive he had in its composition—a tribute to the memory of one with whose name a nation is so familiar. It is in one large volume, of over five hundred pages, with a Portrait and Autograph of "Edwin Forrest," his last Will in full, and Charter of the Edwin Forrest Home. Price two dollars.

PHYSIOLOGY AND HYGIENE. By Huxley and Youmans. New York: D. Appleton & Co. Portland: Dresser, McLellan & Co.

The name of Huxley is itself a guarantee of the scientific character of this work, and the accuracy of its facts and principles. It is pervaded with the spirit of modern scientific thought, and contains the latest discoveries and theories upon the subject of physiology. As one acquainted with the author's writings would infer, it embodies the great principles of the correlation and conservation of forces, and thus regards physiology as a science of vital actions and living forces. The living organism is viewed *dynamically*, as a problem of the disturbance and restoration of the equilibrium between the receipt and expenditure of matter and force. The book will undoubtedly be extensively introduced, and should be in the hands of teachers of smaller works who desire to be familiar with the latest facts, experiments, and theories of the subject.

We have also received:

FIFTH BIENNIAL REPORT of the Superintendent of Public Instruction of the State of CALIFORNIA, from H. N. Bolander, Supt.

FOURTH ANNUAL REPORT of the Board of Education of RHODE ISLAND, from Thomas W. Bicknell, Commissioner of Public Schools.

REPORT of State Board of Education and Superintendent of Public Instruction of NEW JERSEY, from E. A. Apgar, State Superintendent.

CATALOGUE of the High and Grammar Schools of Saco, Me.

CATALOGUE of the National Normal School, Lebanon, O.

ANNUAL REPORT of the School Committee of Farmington, Me., from D. C. Heath, Supervisor of Schools.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

ST. NICHOLAS, Scribner's Illustrated Magazine for Girls and Boys, of which we have heretofore spoken in terms of high praise, but not one whit beyond what it deserved and is still entitled to, is recommended by its publishers as a very suitable and appropriate gift from teachers to the most meritorious pupils in their schools. Every number is in fact complementary to the efforts of the teacher. Not only are history, natural philosophy, literature, fine arts and manufactures presented in various attractive ways to young readers, but each number contains either a French or German story, for translation. $3.00 a year. Scribner & Co., New York.

OLIVER OPTIC'S MAGAZINE FOR MARCH, put in an early appearance. Oliver Optic's story "The Coming Wave" narrates the finding of the hidden treasure of High Rock. Prof. de Mille's story "The Lily and the Cross," deepens in interest. George M. Baker's serial, "Running to Waste; or, The Story of the Tomboy," brings the heroine to her last frolic. The other leading features are "The Discontented Frogs" with a full-page illustration; "Fern-work for Girls;" "Head Work" is full of puzzles. The Dialogue Department is well filled, and the illustrations are excellent.

"THE BOOK BUYER" is the title of the monthly bulletin of the publications of Scribner, Armstrong & Co., and the importations of Scribner, Welford & Armstrong, of New York. It is almost a necessity to those who make it a point to keep their libraries up to the times, while to all of literary tastes the summary of current intelligence given each month must prove highly interesting and valuable. The price is twenty-five cents per annum, upon the receipt of which the publishers will mail it, post-paid, to any address.

THE NURSERY, with its well written stories, short and clearly printed, attractive and finely executed engravings, is the delight of the youngest readers, and a welcome assistant to parents in the care and instruction of the little ones. The publisher offers a premium list embracing books, chromos, microscopes, games, &c., which will be sent on receipt of stamp to pay postage. $1.50 a year. John L. Shorey, publisher, Boston, Mass.

PETERSON'S LADIES' MAGAZINE for April is received, and meets with the same glad welcome to the home circle it has received each month these many years. $2.00 a year. T. B. Peterson & Brother, publishers, Philadelphia, Pa.

OUR EXCHANGES.

THE TENNESSEE SCHOOL JOURNAL is the title of the new educational Journal just started at Nashville, in the interest of the public schools of that State. It is the official organ of the public school system of Tennessee, and a special department is assigned for that purpose. The State Superintendent is the managing editor. This is a good indication of the educational awakening in Tennessee, of which we have previously made mention.

THE N. Y. INDEPENDENT is probably the largest religious paper in the world, and is also one of the most widely circulated. Its contributors rank among the ablest writers of the times in which we live. It grapples with the great issues which are engrossing the attention of all thinkers, with candor and boldness. It believes in progress, while it sticks to the old landmarks as given in the inspired Word, and is endeavoring to lead the public mind out of the ruts of religious thought, into more effective and all-pervading influence in the world. See our club list.

THE AMERICAN SUNDAY SCHOOL WORKER being undenominational but evangelical, is adapted to Union Sunday Schools, whilst it has no less usefulness in denominational schools. It uses the International Series of Lessons, and contains so much varied and practical matter—expository and illustrative—together with blackboard and concert exercises, that it cannot fail to be desirable to the earnest Sunday School Worker. Sample copies will be sent on application to the Publisher, J. W. McIntyre, No. 4 South Fifth St., St. Louis, Mo.

THE NATIONAL SUNDAY SCHOOL TEACHER, $1.50, Chicago, is a very superior magazine. The fact that B. F. Jacobs prepares the lessons will be sufficient recommendation to the thousands in Maine who became acquainted with his wonderful power and devotion to the Sunday School cause, a few years ago, when he was with us for a few days, to secure their appreciation.

HARPERS WEEKLY AND BAZAR now are regularly received upon the Editor's table. We extend our thanks to the generous publishers for thus remembering us, and they may know that they are well appreciated for their great kindness. These papers need no commendation to our readers from us. They are known the length and breadth of the land.

The NEW YORK SCHOOL JOURNAL (N. Y. City) is, with a single recent exception, the only *weekly* Educational Journal published. It is well edited, contains a full resumé of educational and scientific news of interest, and is furnished at the very low rate of $1.50 per annum, postage included.

THE MEDICAL RECORD, a semi-monthly Journal of Medicine and Surgery, is one of the best Journals for a student or practitioner to have upon his table. To those of our readers who are teaching and reading medicine, we recommend this magazine.

THE EDUCATIONIST for February appears for the first time upon our table. We like all of it that we have read. Its general appearance is neat and clean. We do not like the shape of the Journal, although it is fashionable in some quarters.

THE MINNESOTA TEACHER for February was some time in reaching us and it was so long on the way that some parts of it became double and some of it was left out entirely. Send us another, Bro. Gage, and we will read it.

THE MAINE

JOURNAL OF EDUCATION.

Vol. VIII. MAY, 1874. No. 5.

SELF-POSSESSION.

EVERY teacher who has much professional pride about him, has thought much upon the matter of School Government. He does not want to govern too much, for if all his power is used up in the government of his school, none will be left for the higher purpose of teaching. He does not wish to be too lenient, for this extreme is worse than the other. He would like to obtain that golden mean between the two, that would secure the highest results. In school matters, as in the State, "the best government is that which governs the least." The more the machinery of school discipline is kept out of sight, the better. The fewer rules and commands one lays down the less harsh and jarring will be the school. One may establish good and wholesome rules and regulations, may even enforce these rules with decision and firmness, and secure an exact obedience to the letter of the law, yet be very far from securing good results. So great an effort has to be made "to keep order," that the higher aim is forgotten. His words may alienate the pupil, his commands may awaken his dislike and anger, his manner of enforcing his rules may arouse a spirit of revolt, and his school be a failure in an educational or moral point of view.

The writer of this has had large experience in visiting schools and has seen more failures resulting from the *fussiness*, *want* of *quietness*

and *self-possession* of the teacher, than from all other causes. This trait usually accompanies a conscious want of qualification in mental attainments, for this teacher will vainly attempt to hide his deficiency by an undue attempt at "good order."

But very many teachers frequently fail in this particular, who are well qualified as far as education is concerned. They need self-possession and a quiet manner combined with the intellectual ability, before they can succeed. This power will govern with very little difficulty if joined with even a moderate share of firmness. Impatience and haste and fussiness are only too sure signs of weakness, and are assumed to cover it. Vain thought, for even the smaller pupils intuitively understand that firmness and fussiness do not go together, that loud and impatient commands will not accompany conscious power. In illustration of this principle, not long since we read an anecdote of General Grant that will bear repeating, and that is not without its bearing upon teachers. It is well known to all who have had any experience in the matter that it was with great difficulty that the volunteer regiments of our late army were brought into strict discipline. While General—then Colonel—Grant was with his regiment at Cairo, he issued orders that roll-call should take place at 7 o'clock. One morning he took a stroll through the camp at about 8 o'clock. In the course of his walk, he came upon a company drawn up in line for roll-call, under the supervision of the captain. Taking his pipe from his mouth, Grant said, "Why! how is this, Captain? was it not ordered that the roll should be called at 7?" "Why, yes, Colonel," said the captain, "but I can't get my men up till 8." "Send the men to their quarters," ordered the colonel; "we will have no roll-call after time." The old soldier can imagine the condition of the men. Their day's rations depended on their morning's report, and none could be handed in, for there was no roll-call. That day the men were scattered in all directions, begging, borrowing and buying something to eat; and it is needless to say that after that they were 'up at roll-call.' The effect of that quiet decision upon the whole regiment was most beneficial.

Let teachers learn a lesson in governing from this, that it is not bluster and threatening, nor severe punishments, that are most effectual in governing either men or children.

It seems to be a principle in the mind that all personal authority is

quiet and collected. Allow us to relate another incident that occurred in our own State. During the late war, three thousand recruits were assembled at a camp-ground preparatory to being formed into companies and regiments. They came from every town in the congressional district, from the farm, the work shop, the mill, and the counting-room. Every trade, profession and employment had its representative. These recruits had not been yet subjected to any discipline or restraint. Taking umbrage from some fancied hardship, led on by certain rebellious spirits and possibly by *bad whiskey*, one evening a riot was inaugurated, barracks were set on fire, the sutler's store was pillaged, and other acts of lawlessness were committed. On the ground, which had before this been occupied by one of the earlier regiments, were some tent floors not then in use. A spirit of mischief instigated these rioters to burn these floors. A fire had been kindled and some of these had been taken up, nailed together as they were, and committed to the flames. In the midst of this riotous excitement, an officer, who had command of the ground, appeared, and just as a dozen or more lusty fellows were about to raise another of these bottoms to carry away to the bonfire, he stepped upon it, and in quiet tones, said, "Boys, you cannot put this on the fire." Some of the ringleaders exclaimed with an oath, "Shall that little fellow stop us? Pick it up, throw him, floor and all, onto the fire; who cares for him?"

This officer stood with folded arms, sword in scabbard, made no threats, and for the present issued no commands. This attitude of firm self-possession awed these men, they hesitated, soon a quiet command "go to your quarters," was issued, and the further destruction of property stopped, and a well-commenced riot nipped in the bud. I cannot close this article better than by quoting from another on this same subject:

"A quiet self-possession never fails to command respect. It makes the impression that the person is conscious of a power that requires no special demonstrations for its exertion, and of resources adequate to the demands of the occasion. Children and adults are not long in discovering it, and in a manner instinctively respect it. It is for the teacher a quality of inestimable value; and every teacher should aim to acquire it. It is a quality, however, which comparatively few possess in any eminent degree. Doubtless the elements of it exist

more or less in every mind of even ordinary capacity; but those elements are not brought together. The teacher allows himself to be governed by his own irregular and perhaps capricious impulses. He has no government over himself, and hence has none over others. He may not have become fully conscious of the need of self-control in the school-room.

"But if only a few naturally possess these qualities, the majority of teachers can acquire them by a little effort on their part. Let them note carefully the failures of every day, make them subjects of inquiry and reflection, look at their bearings upon the work of the school and their own happiness, as well as that of their pupils; let them thus put themselves, as it were, in a training-school of self-discipline, and they will accomplish something of this important work. But, above all, let every teacher remember that true self-control is acquired only through the power of true religion. The religion of Jesus alone supplies all the aid that the conscientious teacher desires. Communion with God by prayer and the Holy Scriptures alone imparts that serenity and composure of heart and mind which are elements of character so inestimable in the successful teacher."

According to Mr. Alexander Delmar, the utmost capacity of a population to consume grain in the form of food is eight to ten bushels per capita per annum. The grain product of the commercial world, however, amounts to eighteen bushels per head, giving an excess of supply which necessarily makes agriculture unprofitable. In 1848 Indian corn was worth sixty-seven cents gold per bushel; now it is worth sixty-seven cents currency. "If this," says Mr. Delmar, "does not demonstrate over-supply, political economy is a valueless science, and observation in matters relating to breadstuffs must go for nothing."

If every man was in reality as bad as some persons at some times think him, the world would be worse than it is. Again, if every man was as good as he sometimes thinks himself, the world would be better than it is.

Tranquil pleasures last the longest. We are not fitted to bear long the burden of great joy.

TEACHERS' AND PUPILS' MEMORIAL FUND.

WITH the April number of this JOURNAL we distributed a circular from the trustees of this fund, gentlemen of the highest national reputation and position,—Commissioner Eaton, and Professor Henry of Washington, Superintendent W. T. Harris of St. Louis, Secretary White, and others, in Boston. With the present number we distribute another circular, bearing the signatures of Ex-Governor Washburn, Presidents Chamberlain and Robins, Professor Barbour, and Dr. Hill, Ex-President of Harvard College, now Pastor of the First Parish, in Portland.

The object which these gentlemen indorse is the taking up of a general people's and children's contribution toward a fund for the further endowment of the Museum of Comparative Zoölogy, at Cambridge, Mass., and the motives to which they appeal are the desire to benefit the cause of education, and the desire to honor the name of Louis Agassiz. Agassiz, a Swiss by birth, came to this country in 1846 or '7, being then at the age of less than forty, the foremost zoölogist in the world. He became attached to this country, married in Boston, was naturalized at the beginning of the civil war, and made himself an American, heart and soul. He saw the excellences and defects of our systems of common schools, and was strongly desirous of helping us set ourselves on higher ground; helping us, while retaining our excellences, to add the good things of Europe, improved, in American fashion.

As one of the best means of benefiting the cause of Education in America, he set about building up a great Museum of Comparative Zoölogy, in which there should not only be a collection of all the animals of the world, as far as attainable, arranged in the most scientific order,—but in which practical instruction should be given in zoölogy, the dissection and study of animals, under competent teachers. By the wonderful power of his presence, and words, he obtained money from individuals and from the Legislature of Massachusetts, to begin this great work. One fourth of the building is completed, and in use. Immense collections of fossils, skeletons, skins, stuffed animals, shells, and animals preserved in alcohol, have already been made. When Agassiz returned from an expedition to Brazil, sus-

tained by the generosity of Nathaniel Thayer, he brought home so many specimens in alcohol, that the government duties, on the alcohol necessary to repack them, would have been twenty-five thousand dollars. He went to Washington, had a joint resolution passed through both Houses, and signed by the President, and returned, having saved not only his own collection, but several medical collections in New York and Philadelphia from perishing; the joint resolution protecting all such institutions; and scientific institutions being generally too poor to pay five dollars a gallon for alcohol.

This Museum at Cambridge has already wrought a beneficent effect on education in this country. Its graduates are teaching in many schools and colleges. Its halls are always open freely to school teachers at all times, and its lecture rooms in term time. Its great success, and the contagion of Agassiz's enthusiasm have awakened activity, not only in other institutions, but in other departments of learning. If it can be sustained by adequate funds it will continue to be a normal school for teachers of natural history. Its foundation was an act of self-sacrifice on the part of Agassiz. He was obliged to neglect his favorite studies, and to labor with the uncongenial anxieties of pecuniary embarrassment. His toil in establishing the Museum wearied him exceedingly, and cut off, probably, many years from his life. He knew this; he keenly felt the discouragements; he saw that his neglect of his scientific study was allowing younger men to surpass him in the knowledge of the details of his science, and thus detracting from his scientific fame,—he felt it all bitterly;—but he had counted the cost, and determined that the cause of education in America was to be in the long run more important than his individual labors on science. It was a grand sacrifice in behalf of the American people,—and it calls for recognition and gratitude on our part;—we can show our gratitude in no way so well as by endowing liberally the Museum of Comparative Zoölogy. That institution is capable of using to the highest advantage, to the country and the human race, the income of millions of dollars. There is no danger that the contribution can be too large,—and no danger that the smallest sum will fail to be useful.

The State of Maine has one peculiar cause to be grateful to Agassiz,—which we mention, not for its magnitude, but for its peculiar relation to this commonwealth, in which fishery is so important a busi-

ness. Agassiz was the first man to think of the possibility of the quasi artificial impregnation of fish spawn; and he showed the fishermen of Europe with his own hands how to manage the affair. The result is that he has restocked the exhausted rivers of Europe with salmon, and thus added many thousands of dollars to the annual income of the Old World. The benefit is already beginning to be felt in the shad and salmon fisheries of America. There are several other important practical results which have already flowed from the modern thoroughness with which comparative zoölogy is studied; and many important discoveries yet to be made. The ravages of insects, for example, in the United States amount annually to many millions of dollars; and the only probable way in which men will ever learn to control them is through the studies pursued by such institutions as Agassiz's Museum. But to study insects thoroughly, with a view to their control, will require a large income in the establishment, enabling it to keep trained scientific observers actually in the field.

We hope that every teacher will interest himself, to see the other teachers in the town or city, to have all teachers take up general contributions, from their pupils, and their pupils' friends, not refusing single pennies, and welcoming also the largest gifts. Then let the teachers in the town, putting all the contributions together, depute some one to send it, in the name of the teachers and pupils of that town to the Treasurer, James M. Barnard, Room 4, No. 13 Exchange St., Boston. Small sums can be sent by Post Office money order, larger ones by bank drafts.

Children can be readily interested in Agassiz by telling them that he was the man who knew exactly which it was of several thousands of kinds of fish, from which any loose scale shown him had been taken. He has proved this so many times, to the entire satisfaction of those who tested him, as to show that it was no accident, but actual science, which enabled him once to reconstruct entirely a fish of a new kind, which he had never seen or heard of, from a single scale; and at another time to make a correct prophecy and drawing of a kind of fish never yet seen, which he thought would be found in a certain kind of stone, and which really was found there.

HALF the secrets in the world are disclosed in order that those who possess them may let their friends know that they hold them.

ONE ADVANTAGE OF GRAMMAR.

THE writer of an article in the March JOURNAL spoke of the study of Grammar (English) as generally being tedious and unprofitable. I for one do not agree with the writer. The recitation of my Grammar class (with a single exception), has always been one which I enjoyed; and judging from the interest which the scholars took in it, I think they enjoyed it as much as I did. The exception of which I spoke, I do not think was owing so much to the scholars dislike of Grammar as to the dislike of hard study, and the disadvantages that had to be contended with,—there being six scholars in the class with only two books. In the first recitations I generally try to ascertain the scholars' motives for studying Grammar, and their ideas of its use.

We always agree to take up all the incorrect language we hear among the members of the class (myself iucluded) in and out of the school-room. If it is not convenient or proper to speak of it at the time, it is spoken of in the class after the lesson is through. It is not long before the other scholars are watching for mistakes and trying to avoid them. As one example of the interest taken by the scholars in general, I quote this instance: One little girl, who it seems had been listening to the lessons, heard her mother use see for saw, and said to her "That isn't right, say you saw." The school, perhaps, is an exception; so far as interest in the study is meant; but they were anxious to have their language corrected, and hence were interested as a whole in the right direction in the use of Grammar. TRIX.

CHINESE MOURNING. The color worn by the Chinese mourners is pure white—white clothes, white girdles, white shoes, and they even braid white cotton into their queues or pigtails. In some parts it is the custom for friends and intimate acquaintances of the deceased to bring pieces of white cloth or silk to place over the dead body. The full term of mourning for parents is nominally three years, but practically twenty-seven months. A widow is required to mourn for her husband three whole years; and, even after that, she is forbidden to wear red.—*Oliver Optic's Magazine.*

ERRORS IN THE USE OF ADVERBS.

SOME common errors in the use of adverbs are pointed out by a writer in one of the educational monthlies. The following are the material portions:

One of the adverbs most frequently misplaced is *both*. The following examples will suffice to illustrate the nature of this misplacement: "I trade *both* with the living and the dead, for the enrichment of our native language."—*Trench.* "The poems *both* of Homer and Virgil."—*Addison.* In neither of these cases are the two expressions that are coupled by *and* co-extensive. In each example, the one embraces a proposition, the other does not—"*with the living* and *the dead*;" "*of Homer* and *Virgil.*" The former example should, therefore, read "I trade with both the living and the dead;" and the latter, "The poems of both Homer and Virgil." This makes the two expressions referred to by *both* and coupled by *and* similar and co-extensive. This correction, of course, is made on the supposition that no more words are to be used than are found in the given examples. The phraseology may, however, be corrected by repeating the preposition in each case: as, "I trade both with the living and *with* the dead," etc.; "The poems both of Homer and *of* Virgil." This wording, in some instances, is more elegant than the other; but it can hardly be said to be so here. All other things being equal, conciseness is preferable to diffuseness.

In a similar manner the expression *not only* is frequently misplaced. Here is an example; "We not only avoid persons and things, but trouble, thought, etc."—*Whately.* From the position of *not only* before the word *avoid*, one naturally expects to find after *but* some verb corresponding to *avoid.* This unnecessary misleading of the mind should be, and may very easily be, prevented by a proper collocation; thus, "We avoid, not only persons and things, but trouble, thoughts, etc."

Either and *neither* are also similarly misplaced, and by some writers almost constantly. The following will serve as illustrations: "'Fearful' may *either be applied* to one who feels fear, or to circumstances calculated to inspire the feeling.—*Whately.* "'Rigor' may *either mean* an excess of severity or great strictness in adhering to

rules."—*Ditto.* "We can *neither perceive* the beginning nor the end."—*Lord Kames.* "Such a comparison *neither tends* to gratify our curiosity, nor to set the objects compared in a stronger light."—*Ditto.* "Nor do we habitually, *in either* conversation or in writing, express ourselves so gracefully, or employ so classic a diction, as the English."—*G. P. Marsh.* "In consequence *either of* ignorance or inattention, the most correct writers have fallen into inconsistencies."—*N. Webster.* Each of these sentences is limpingly constructed, and, as far as the words following *either* or *neither* are concerned, needs to be balanced. This may be done by simply transposing the italicized words. Thus: "'Fearful' may be applied either to one who feels fear, or to circumstances calculated to inspire the feeling." And so with the other examples. Care should be taken that the word or phrase immediately after *either* or *neither* should find its counterpart after succeeding *or* or *nor.*

It is safe to say, as a general rule, that an adverb should stand as near as possible to the word whose meaning it is designed to modify, especially if that word is an adjective or an adverb. An improper departure from this rule we find in the sentence, "We had *hardly* been there half an hour when the message arrived." Inasmuch as the word that really needs to be modified by *hardly* is not the verb *had been* but the adjective *half*, this sentence should have been worded, "We had been there hardly half an hour," etc.

But of all adverbs we know of none more frequently misplaced than the word *only.* In every morning paper, in every magazine, in almost every conversation, we find it stepping in where it ought not. Though its false position may not lead to a false construction of the sentence in which it stands, one frequently has to think a second time to make sure that he comprehends the meaning intended. Witness the following, which are only a sample of what might be presented: "'Fetch' properly includes the going in search of the object, and 'go,' when used with it, is redundant, because it *only* expresses what 'fetch' implies."—*G. P. Marsh.* This is equivalent to saying that the word "go" does nothing more than "express" what the word "fetch" implies; whereas Mr. Marsh means that "go" expresses nothing more than what "fetch" implies. Hence the proper collocation is "because it expresses only what 'fetch' implies." Similar exceptions may be made to the position of this word in all the

other examples following: "On looking in at the open door, we *only* saw a Lapland gentleman asleep."—*Lord Dufferin Yacht Voyage.* "Often, when we think that we are witnessing some fearful proof of the total depravity of human nature in a young child, we are *only* witnessing the natural expression of a desire for bread and milk."—*J. G. Holland, Lessons in Life.* "Is genius *only* found in epic lays?"—*Cowper, Table Talk.* "Tenderness can *only* be shown, in general, by the educated and civilized, because they alone are considerate."—*Whately, Synonyms.* "Poor General Harrison *only* survived his inauguration one month."—*N. Y. Observer.* "The squadron at this time, *only* consisted of two small war vessels."—*N. Y. Herald.* "The Morgan Envelope Company have *only* reduced their hours one-fifth."—*Cor. N. Y. Times.* "This boy has *only* been in the prison since Saturday last."—*N. Y. Times.*

From these examples it will be seen that the tendency, even among good writers, is to place *only* before a verb, whatever may be the word or phrase to which it properly belongs.

A BAD PRACTICE. Keeping children after school is in every respect a bad practice. It annoys both teacher and pupil, and is an evil which perpetuates itself. Pupils who are kept after school usually go home out of humor with teacher and school generally. It should be a constant aim to arrange things in such a way that every pupil may go home feeling happy. The result aimed at by this practice may, in most cases, be reached in other ways. The natural consequence of poor lessons would seem to be falling in rank. In graded schools pupils who miss their lessons may be placed in lower classes, even in the lower department.

Poetry has been to me its own exceeding great reward; it has given me the habit of wishing to discover the good and the beautiful in all that meets and surrounds me.—*Coleridge.*

It seems to me that the spirit of politeness is a certain attention in causing that, by our words and by our manners, others may be content with us and with themselves.—*Bruyère.*

Love is of the nature of a burning glass, which kept still in one place, fireth; changed often, it doth nothing.—*Suckling.*

DO HENS SET?

IF the question at the head of this article is to be answered by a reference to the dictionaries, the answer will be "*no.*" The dictionaries give *incubate* as a meaning of *sit* but not of *set.*

Let us fortify this decision by some quotations:

"*Set* is often used for *sit*; as, '*Set* down for a moment.' The sun sets, but a human being *sits.* A hen is generally said to *set*, but she does not—she *sits.*"—*Vulgarisms and Other Errors of Speech*, p. 99.

"Most of us have heard and laughed at the story of the judge who, when counsel spoke of the setting of the Court, took him up with, 'No, brother, the Court sits; hens set.' But I fear that some of us have laughed in the wrong place. Hens do not *set*; they sit, as the Court does, and frequently to better purpose. No phrase is more common than 'a setting hen,' and none more incorrect. A hen sits to hatch her eggs, and, therefore, is a sitting hen. *Sit* is an active, but an intransitive verb—for it means to put one's-self in a position of rest. *Set* is an active, transitive verb—very active and very transitive—for it means to cause another person or thing to sit, willy-nilly. A schoolma'am will illustrate the intransitive verb by sitting down quietly, and then the transitive by giving a pupil a setting down which is anything but quiet. This setting down is metaphorical, and is borrowed from the real, physical setting down which children sometimes have, much to their astonishment."—*R. Grant White's Words and their Uses*, p. 156.

The anecdote that Richard Grant White evidently alludes to, is the following: Curran once said in court "An action lays." The judge said, "*lies*, Mr. Curran, *hens lay.*" Curran afterward, when the judge said to a counsellor, "set down," retorted by saying, "*sit* down, your honor, *hens set.*"

More than twenty years ago, I wrote an article on *sit* and *set*, in which I attempted a defense of the expression, "hens set." I see no reason now to change the views then expressed. Why is it incorrect to say, "hens set?" If the expression is incorrect, it is because it is contrary to usage. Horace, in his letter to Pisos on the poetic art, said:

"Multa renascentur, quæ jam cecidere, cadentque
Quæ nunc sunt in honore, vocabula, si volet usus,
Quem penes arbitrum est et jus et norma loquendi."

The English of this is:

"Many words will be revived, which have already fallen out of use, and will fall out of use which are now in repute, if usage shall will, with which is the decision and the right and the standard of speaking."

This is no less true now than it was when uttered nearly two thousand years ago. It is necessary, however, to specify what is meant by *usage*. The whole subject was ably discussed in a chapter entitled "The Nature and Characters of the Use which gives Law to Language," in Dr. Campbell's Philosophy of Rhetoric, first published in 1766. He says the use must be reputable, national, and present, and he devotes a dozen pages to the discussion of these three kinds of use.

It is safe to declare that usage in language is competent to justify the use of any word in any sense or in any form. Lowth did not feel the force of this fact when, in speaking of a certain expression, he said that "No authority is sufficient to justify so manifest a solecism." To this quotation Campbell (p. 179) adds:

"No man needed less to be informed that authority is everything in language, and that it is the want of it alone that constitutes both the barbarism and the solecism."

The utterances of Richard Grant White, and of S. S. Gould in his Good English, show that they have not clear perceptions as to what is the correct standard of speech. Some of these utterances resemble very much that quoted by Campbell from Lowth. They do not seem to observe that the neologism, as well as the archaism of to-day, may become a correct mode of speech in the future, and that an accepted current mode of speech may, in the future, become archaic. When *loveth* was the accepted form of this word for general use, *loves* was a neologism, yes, a solecism. *Loves* is no longer a solecism, and *loveth* is archaic, except in what is called the solemn style and in the language of poetry.

For some interesting remarks upon the growth and changes of language, the reader is referred to the preface of Lithe's great French dictionary, Paris, 1873. These references to the power of usage have been given as preliminary to the plea I have to make in favor of the

acceptance into standard English writing of the word *set* in the sense of *incubate*.

Etymologically, *sit* and *set* (compare *lie* and *lay*, *rise* and *raise*, *fall* and *fell*, *drink* and *drench*) are traceable to one primitive root *sad* (Sanskrit). I venture to say that *set* is an older word than *sit*, because in the process of phonetic change *sad* would become *sed* before it would become *sid*. The root of the Greek word for sit is *hez* or *hed*, *h* representing the Greek aspirate or rough breathing, and the root of the Latin word is *sed*. It should be observed that it is a phonetic law that *s* and *h* are interchangeable. In process of time, a new word *sit* was formed from *set* by a vowel change. It then became necessary to select certain of the meanings of *set* and give them to the new word *sit*. Notwithstanding the word *sit* was formed an unknown number of centuries ago, it may be safe to say that some persons have not yet admitted it into their vocabulary. It is evident that the dictionary division of the meanings of the more primitive *set* between *set* and *sit* has not been followed in colloquial usage, even respectable colloquial usage. Richard Grant White's division, on the basis of the transitiveness of *set* and the intransitiveness of *sit*, would make it incorrect to say, "The sun sets." This expression has the authority of high and low, rich and poor, learned and unlearned, both in spoken and written language.

I suggest another distinction between *set* and *sit*, which tallies exactly with respectable colloquial usage. This usage makes *sit* a pure neuter verb (that is, one that expresses a state of being) and *set* an active verb, sometimes transitive and sometimes intransitive. He *sits* on the chair; he *sets* the pitcher on the table; he *sits* by the window and looks at the sun *set*; he *sets* out on his journey; he *sets* down; the hen *sets*. It is plain that *sets* is active, but intransitive in "the sun *sets*," and that in "he *sets* down," *sets* is active and may even be considered as transitive, governing *himself* understood. The word *sets*, in the expression "the hen *sets*," connotes (a term borrowed from the logicans) vastly more than the word sits in the expression "the hen *sits*." A hen often *sits* when she does not *set*. When a hen *sets*, she not only *sits* on the eggs to keep them of the proper temperature (said to be 104 degrees Fahrenheit), but she at times turns the eggs over and even carefully changes their positions, in order, no doubt, to give all a fair chance of being hatched.—(See Library of Natural History, p. 591.)

I grant that the general usage among authors is in favor of "hens *sit*," and "*sit* down," but I claim that colloquial usage generally favors "hens *set*" and "*set* down"—the latter not being in as general usage as the former. What can be done to bring about a uniformity? It will be easier to bring writers to adopt the colloquial usage than to change colloquial usage to that of the books, in view of the fact that there are strong reasons in favor of the colloquial usage. Dr. Campbell, in his Philosophy of Rhetoric, has a chapter on "The Nature and Use of Verbal Criticism, with its principal Canons," in which is a section entitled "Everything favored by good use is not on that account worthy to be retained." Is not "hens *sit*" an example?—*W. D. Henkle, in National Teacher.*

THE BUILDER. He builds a great thing who builds a pyramid; but he builds a greater thing who builds a character. Michael Angelo's frescoes are not to be compared with the frescoes that are being painted in that wondrous hall, the human soul. He who knows how to live a life sweet, beautiful, harmonious, lovely, of good report, and knows how to store his whole mind and soul with noble thoughts and heroic traits of excellence, builds and adorns as no artist ever did in matter. And this mental and spiritual development is not a work of to-day or to-morrow; it is a slow work; and men should not be discouraged because its results are so long delayed.

Human affairs are not so happily arranged that the best things please the most men. It is the proof of a bad cause when it is applauded by the mob.—*Seneca.*

LOST, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—*Horace Mann.*

ACTION is the real teacher. Instruction does but prevent waste or mistake; and mistakes themselves are the best teachers of all.—*Froude.*

WHEN a man owns himself to be in an error, he does but tell you in other words, that he is wiser than he was.

THERE are none that fall so unpitied as those that have raised themselves upon the spoils of the public.

SCHOOL TIME.

Don't you hear the scholars thrumming?
Bumble-bees in June!
All the leaves together thumbing,
Singers hunting for a tune?
Master mending pens, and humming
Bonny Doon?

As he thinks, a perished maiden
Fords the brook of song,
Comes to him so heavy laden,
Stepping on the notes along,
Stands beside him, blessed maiden!
He has waited long!

Cherry-ripe is the glowing stove,
Grammar class is inflecting "love,"
"I love—you love, and love we all."
Bounding states are the Humboldts small,
Chanting slow in common time
Broken China's rugged rhyme:
"Yang-tse-kiang—Ho-ang-ho—"
Heavenly rivers! How they flow!

Writing class with heads one way—
And tongues all out for a holiday!
Hark to the goose-quill's spattering grate,
Rasping like an awkward skate,
Swinging round in mighty B's,
Lazy X's and crazy Z's!
Here a scholar, looking solemn,
Blunders up a crooked column,—
Pisa's own Italic tower,
Done in slate in half an hour,
Figures piled in a mighty sum;
He wets a finger, and down they come!

Aproned urchin, aged five,
Youngest in the humming hive,
Standing by the Master's knee,
Calls the roll of A, B, C.
Frightened hair all blown about,
Buttered lips in half a pout,
Knuckle boring out an eye,
Saying "P" and thinking "pie,"
Feeling for a speckled bean,

'Twixt each breath a dumb ravine,
Like clock unwound, but going yet,
He slowly ticks the alphabet:
"A-ah—B-ah—C-ah—D,"
Finds the bean and calls for "G."

See that crevice in the floor—
Slender line from desk to door,
First meridian of the school—
Which all the scholars toe by rule.
Ranged along in rigid row,
Inky, golden, brown and tow,
Are heads of spellers high and low,
Like notes in music sweet as June,
Dotting off a dancing tune.

Boy of Bashan takes the lead,—
Roughly thatched his bullet head;—
At the foot an eight-year-old,
Stands with head of trembling gold;
Watch her when the word is missed!
Her eyes are like an amethyst,
Her fingers dove-tailed, lips apart;
She knows that very word by heart!
And swings like any pendulum,
Trembling lest it fail to come.
Runs the word along the line,
Like the running of a vine,
Blossoms out from lip to lip—
Till the girl in azure slip,
Catches breath and spells the word,
Flits up the class like any bird,
Cheeks in bloom with honest blood,
And proudly stands where Bashan stood!

Evening reddens on the wall—
"Attention!" Now—"Obeisance all!"
The girls' short dresses touch the floor,
They drop their courtesies at the door;
The boys jerk bows with jack-knife springs,
And out of doors they all take wings!

Vanished all—all change is death;
Life is not the counted breath.
The slanting sun low in the West,
Brings to the Master blessed rest.
See where it bridges afternoon,

And slopes the golden day-time down,
As if to him at last was given,
An easy grade to restful Heaven!
His hair is silver—not with light,
His heart is heavy – not with night.
Dying day the world has kissed,
Good-night sweethearts! The school's dismissed!
—"*The District School;*" *Scribner's for May.*

The instinct of bees in the construction of their cells has always been an object of wonder to those who are capable of appreciating it. Every cell has straight lines and sharp corners; but never does any cell present its sharp corner to its neighbor's cell—a soft even side to every neighbor's side. Each fit to each, firm to support, and yet soft in the contact. No interstices are left where filth might accumulate to annoy and defile. Thus let man meet man as they tread the crowded path of life. As master, as servant, as seller, as buyer, as entertainer, as guest, as borrower, as lender, he should ever present to every brother a side that is at once soft and strong. Faithfulness to make it firm, and love to make it soft. Always a side to your neighbor that is at once soft and strong. No sharp corner of your own selfishness that will pierce your brother.—*Arnot.*

Little five-year-old Annie, who was suffering from a bad cold, went to pay a visit to auntie. During the day she related her various successes at school, and ended by saying that she could read a great deal better than Sabina, who was eight years old. "Well," questioned auntie, "would it not sound better if some one else said it?" "Yes," answered Annie, with a very sober countenance, "I think it would. I have such a bad cough that I can't say it very well."

Memory can glean, but can never renew. It brings us joys fairest as is the perfume of the flowers faded and dried of the summer that is gone before.—*Beecher.*

The reason why so few marriages are happy is because young women spend their time in making nets, not in making cages.—*Swift.*

Sea water has been found to contain a trace of silver in solution.

WHAT IS JET?

WHAT is jet? This is a question often put, but never satisfactorily answered. Nearly all the jet workers have an opinion on its origin, and most of them, in common with the greater part of the inhabitants of Whitby and its neighborhood, believe it to be of ligneous origin. Some, however, believe it to be of mineral origin, and others think it combines the two. Taking the opinion of Mr. Martin Simpson, the curator of the Whitby Museum, who has studied the geology of this district exceedingly well, and with whom I have talked on this subject, he put his theory as follows: "Jet is generally considered to have been wood, and in many cases it has undoubtedly been so; for the woody structure often remains, and it is not unlikely that comminuted vegetable matter may have been changed into jet. But it is evident that vegetable matter is not an essential part of jet, for we frequently find that bone and the scales of fishes have also been changed into jet In the Whitby Museum there is a large mass of bone, which has the exterior converted into jet for about a quarter of an inch in thickness. The jetty matter appears to have entered first into the pores of the bone, and then to have hardened, and during the mineralizing process, the whole bony matter has been gradually displaced, and its place occupied by jet, so as to preserve its original form."

With this latter opinion I am inclined to agree, for jet has the appearance of a substance that has distilled from the rock, and in some cases has impregnated vegetable, and in other cases animal substances, while in others it has simply filled up a fissure in the rock, and solidified. In some specimens I have seen the grain, apparently of wood, distinctly, in others, scales and bones of fishes, and in one of the best specimens that has been found here, the mass in form and structure was that of a tree, with bark, knots, and roots, and in the curled portions of the roots, stones and soil conglomerated were imbedded.

That it has been formed from a distillate from what is called the jet rock is supported by these facts. Experiments tried on portions have been successful, and proved that at least ten gallons of oil could be extracted from one ton of the shale, and that this pure oil gave

out a clear and brilliant light when burnt. A piece of jet on fire gives out a similar brilliant, clear light. Again, the substance is always found in seams, detached, and in a horizontal position, and spreads itself out in shallow layers, as water or fluid substances always do. The two kinds with which we are acquainted are the hard and soft; these are evidently of distinct species. The jet rock occurs in the lias formation. This formation, commencing at the peak about eight miles south of Whitby, traverses the whole coast to about fifteen miles north of Whitby, and from the bold and precipitous cliffs that skirt the sea to Tees' mouth. The rock divides into the upper and lower lias, with a marlstone series intervening, in the upper part of which we have the Cleveland ironstone. Then comes the dogger or jet rock, and it is here that our "hard jet" is found in compressed masses or layers of various lengths and thicknesses, some having been found from an inch or two long and one-eighth thick to masses thirty inches wide, six feet long, and four inches thick. It appears that the largest piece ever found was six feet four inches in length, four and a half to five and a half inches wide, and one and a half thick, weighing eleven pounds and a half. The net price was ten guineas; for this sum it was offered to the Curator of the British Museum; he declined to purchase it, and the specimen was afterwards sold for fifteen guineas, and cut into four inch crosses.—*From Whitby Jet and its Manufacture, in American Artisan.*

A few days ago some bright but naughty Salem boys borrowed two eggs from a neighbor's hennery, and after boiling them in a calico bag, returned them to the nest. The boiling process left the eggs covered with the pretty figures of the calico, and the excited owner exhibited these curiosities, far and near, and sought in vain for an explanation of this "curious freak of nature." Whether an ineffectual attempt to hatch out a calico chicken revealed to him the stupendous joke or not, cannot be told, but the hen-fancier's enthusiasm has subsided. When any one says "calico chickens" to him, he immediately remembers that he has an important appointment to keep.

If gunpowder be covered with spirits of turpentine, the latter only, when ignited, will burn.

Knowledge is power.—*Bacon.*

THE POETRY OF ARITHMETIC.

HENRY W. LONGFELLOW.

"I WAS thinking to-day," said Mr. Churchill, as he took some papers from a drawer scented with a quince, and arranged them on the study table, while his wife, as usual, seated herself opposite to him, with her work in her hand, "I was thinking to-day how dull and prosaic the study of mathematics is made in our school-books; as if the grand science of numbers had been discovered and perfected merely to further the purposes of trade."

"For my part," answered his wife, "I do not see how you can make mathematics poetical. There is no poetry in them."

"Ah, that is a very great mistake! There is something divine in the science of numbers. Like God, it holds the sea in the hollow of its hand. It measures the earth; it weighs the stars; it illumines the universe; it is law; it is order; it is beauty. And yet we imagine—that is, most of us—that its highest end and culminating point is book-keeping by double entry. It is our way of teaching it that makes it so prosaic."

So saying, he arose, and went to one of his book-cases, from the shelf of which he took down a little old quarto volume, and laid it upon the table.

"Now, here," he continued, "is a book of mathematics of quite a different stamp from ours."

"It looks very old. What is it?"

"It is the Lilawati of Bhascara Acharya, translated from the Sanscrit."

"It is a pretty name. Pray, what does it mean?"

"Lilawati was the name of Bhascara's daughter; and the book was written to perpetuate it. Here is an account of the whole matter." He then opened the volume, and read as follows:

It is said that the composing of Lilawati was occasioned by the following circumstance: Lilawati was the name of the author's daughter, concerning whom, it appeared, from the qualities of the Ascendant at her birth, that she was destined to pass her life unmarried, and to remain without children. The father ascertained a lucky hour for contracting her in marriage, that she might be firmly connected and have children. It is said that, when that hour approached, he brought his daughter and his intended son near him. He left the hour-cup on the vessel of water, and kept in attendance a time-

knowing astrologer, in order that, when the cup should subside in the water, those two precious jewels should be united. But as the intended arrangement was not according to destiny, it happened that the girl, from a curiosity natural to children, looked into the cup to observe the water coming in at the hole, when by chance a pearl separated from her bridal dress, fell into the cup, and rolling down to the hole, stopped the influx of the water. So the astrologer waited in expectation of the promised hour. When the operation of the cup had thus been delayed beyond all moderate time, the father was in consternation, and examining, he found that a small pearl had stopped the course of the water, and the long-expected hour was passed. In short, the father, thus disappointed, said to his unfortunate daughter, I will write a book of your name, which shall remain to the latest times—for a good name is a second life, and the groundwork of eternal existence.

As the schoolmaster read, the eyes of his wife dilated and grew tender, and she said:

"What a beautiful story! When did it happen?"

"Seven hundred years ago, among the Hindoos."

"Why not write a poem about it?"

"Because it is already a poem of itself—one of those things of which the simplest statement is the best, and which lose by embellishment. The old Hindoo legend, brown with age, would not please me so well if decked in gay colors, and hung round with the tinkling bells of rhyme. Now hear how the book begins." Again he read:

Salutation to the elephant-headed Being who infuses joy into the minds of his worshipers, who delivers from every difficulty those that call upon him, and whose feet are reverenced by the gods! Reverence to Ganesa, who is beautiful as the pure purple lotos, and around whose neck the black curling snake winds itself in playful folds!

"That sounds rather mystical," said his wife.

"Yes, the book begins with a salutation to the Hindoo deities, as the old Spanish Chronicles begin in the name of God and the Holy Virgin. And now see how poetical some of the examples are." He then turned over the leaves slowly, and read:

One-third of a beautiful collection of water-lilies is offered to Mahadev, one-fifth to Huri, one-sixth to the Sun, one-fourth to Devi, and six which remain are presented to the spiritual teacher. Required the whole number of water-lilies.

"That is very pretty," said the wife, "and would put it into the boys' heads to bring you pond-lilies."

"Here is a prettier one still:"

One-fifth of a hive of bees flew to the Kadamba flower; one-third flew to the Silandhara; three times the difference of these two numbers flew to an arbor; and one bee continued flying about, attracted on each side by the fragrant Ketaki and the Malati. What was the number of the bees?

"I am sure I should never be able to tell."

Ten times the square root of a flock of geese—

Here Mrs. Churchill laughed aloud; but he continued, very gravely:

Ten times the square root of a flock of geese, seeing the clouds collect, flew to the Manus lake; one-eighth of the whole flew from the edge of the water amongst a multitude of water-lilies; and three couple were observed playing in the water. Tell me, my young girl with beautiful locks, what was the whole number of geese?

"Well, what was it?"—"What should you think?"—"About twenty."—"No; one hundred and forty-four. Now, try another:"

The square root of half a number of bees, and also eight-ninths of the whole, alighted on the jasmines, and a female bee buzzed responsive to the hum of the male inclosed at night in a water-lily. O, beautiful damsel, tell me the number of bees.

"That is not there. You made it."

"No, indeed, I did not. I wish I had made it. Look and see!" He showed her the book, and she read it herself. He then proposed some of the geometrical questions:

In a lake the bud of a water-lily was observed, one span above the water, and when moved by the gentle breeze, it sunk in the water at two cubits' distance. Required the depth of the water.

"That is charming, but must be very difficult. I could not answer it."

A tree one hundred cubits high is distant from a well two hundred cubits; from this tree one monkey descends and goes to the well; another monkey takes a leap upward, and then descends by the hypothenuse, and both pass over an equal space. Required the height of the leap.

"I do not believe you can answer that question yourself, without looking into the book," said the laughing wife, laying her hand over the solution. "Try it."

"With great pleasure, my dear child," cried the confident schoolmaster, taking a pencil and paper. After making a few figures and calculations, he answered: "There, my young girl with beautiful locks, there is the answer—forty cubits."

His wife removed her hand from the book, and then, clapping both in triumph, she exclaimed: "No, you are wrong, you are wrong, my beautiful youth with a bee in your bonnet. It is fifty cubits!"

"Then I must have made some mistake."

"Of course you did. Your monkey did not jump high enough."

She signalized his mortifying defeat as if it had been a victory, by showering kisses, like roses, upon his forehead and cheeks, as he passed beneath the triumphal archway of her arms, trying in vain to articulate: "My dearest Lilawati, what is the whole number of the geese?"

Says the St. Louis Journal: The version as to what Washington said to his father varies with localities. In the old spelling book, he is reported as saying: "Papa, I cannot tell a lie;" in New York, "It wouldn't pay to quibble; I did it, but I'll prove an alibi;" in Boston, "My esteemed progenitor, do you deem it possible that, under any circumstances, I could reconcile my ideas of the ultimate infinite with a present concealment of existing but by no means extenuating circumstances?" in Chicago, "I'll bet you two to one that I can do it quicker next time;" in Cincinnati, "Yes, papa, I wouldn't lie for a barrel of pork;" in St. Louis, "I did it, but the trouble is over, let us bury the hatchet;" and in Denver, "Look a-here, old man! d'ye 'spose I'd put up a job on you?"

Man is an animal that makes bargains; no other animal does this, —one dog does not change a bone with another.—*Adam Smith.*

A multitude of laws in a country is like a great number of physicians, a sign of weakness and malady.—*Voltaire.*

London, with a population of 3,251,000, has 123,849 paupers, or about one pauper to every 26 of the inhabitants.

He who always prefaces his tale with laughter is poised between impertinence and folly.—*Lavater.*

What we know here is very little, but what we are ignorant of is immense.—*La Place.*

A man who is ignorant of foreign languages is also ignorant of his own.—*Goethe.*

There is too much talk, too much work, too little thought.

Editorial Notes.

HON. WARREN JOHNSON has again been appointed State Superintendent. In this choice we think the Governor has acted wisely and well. All that has been accomplished in the few past years has been done mainly by persistent effort. Many things have been brought to the notice of the people which found no favor among them. It was not merely for success they were brought to notice, but that the pulse might be felt and thus an accurate knowledge of the public sentiment could be determined, and while many projects met their death by this standard, still many have survived and are now bringing good fruits to the harvest.

Mr. Johnson has not met with that entire success which his friends desired for him. It requires time to become acquainted with him, to understand his views, and his forcible, sharp, and pointed way of putting things. Happy is that public servant who can please and not flatter. People dislike to have the truth told to them and dislike the man who tells it more than the truth; therefore when many subjects have been brought before them that have been unpalatable, they have carried their feelings against the measures to bitterness against the man. Much has been accomplished by the persistent effort of Mr. Johnson, and still much more is needed to bring the State up to the required standard of educational reform. Mr. Johnson has not undertaken any of the good measures that have been adopted, without first consulting the leading men of the State, that is, those who are acquainted with educational matters, and the heavy tax payers.

The subject which requires most immediate attention, and which will be of the highest good to the State, must be that personal argument and consultation which must come from the presence of the Superintendent himself. We hope, then, that Mr. Johnson and his able assistant, Mr. Corthell, will find much time during the spring and fall months to visit throughout the State and bring the *people* up out of the miry slough into which many of them have fallen, and are unable by their own endeavors to extricate themselves.

DURING such seasons as our Superintendent is detained at home the coming year, he can well spend *some time* in looking over the chapter in the Revised Statutes, entitled "Education." During the past month we have had occasion to examine it closely, and the more we studied it the less we knew. Can it not be reduced and less said, and have it mean just as much? And

need there be any contradictions? And need there be any misunderstandings as to duties of the various parts of the school organization of the town? We quote in our intelligence an item in regard to the examination of a teacher. We could mention the trials of Portland and Bangor for the past few months, as proofs of the condition we are in, and therefore we say, let the chapter be carefully examined by competent men (not those who know nothing practically of educating the youth), and as the result, put into shape such things appertaining to the school system as the people want, and in such a way that the people may understand it.

To care for the schools of a town, SUPERVISORS of schools are much more competent, if good men are selected, than a School Committee, even if equally good. The only objection to a Supervision must be that it places too much power in the hands of one person. Some matters are better attended to by one man than by many, and the school system of towns is one of them; so also is the matter of roads. Did each town have one man to examine and keep in repair the roads of the town, with the power to expend the revenue for them according to his best judgment, the town would become renowned for its roads. From having so much power, Supervisors are generally loth to tell the truth, the whole truth, and nothing but the truth in regard to the schools under their charge. When a Supervisor does so tell the truth according to his best judgment, he must be serving without pay, as was the case of the one from whose report we make the following extracts: "Visited this school three times. Miss —— had taught one school before, and passed as good an examination as any teacher in our summer schools, and I saw nothing, either in or out of school, to which I could object. But her school was not a success, and until I know more of the circumstances than I now do, I must think the parents in this school were very much to blame for allowing their children to stay away from school so much, and allowing them to come in so late when they came at all. The record of tardiness and dismissals are a disgrace to this district. The store and depot near by are said to attract the pupils of this district too much."

Now examine this: "Visited this school five times; always found everybody busy; those who had lessons to commit from books were supposed to be studying them or reciting, while there were one or more classes in arithmetic, geography, and grammar, of from two to ten scholars in each, who, having no books, were instructed orally by the help of the blackboard, or a set of wall maps, with which this school is furnished. Book or no book, every child in school (except two who were just through with their letters) had an exercise or recitation every day in arithmetic and geography, and most of them in grammar. So far as the classes went, in arithmetic or geography, they were drilled thoroughly, over and over again, until every part of it was their own. My opinion of her teaching is, that next to her thoroughness, the keeping of every child, small and big, constantly at work, is the best fea-

ture. Little children, just able to read words of two letters, stood up to the blackboard to chalk out their spelling-lesson, make the figures, write the multiplication table, the addition or subtraction table, and thus exhaust some of the superfluous electricity that had otherwise found vent in play and mischief. I think it hardly possible that these scholars could have learned more in the same time."

Here is some negative praise: "This school is noticeable for the *worst* reading in town, the confusion, noise, and racket that at all times prevail; but in their studies except reading they are above the average. It is quite a a wonder how a person who reads so badly can get a lesson so well."

Here is *one* model school: "Visited this school four times, and always with pleasure; perfect order always prevailed, and the recitations in each and every branch of study were always nearly faultless. The teacher usually asked such questions as would naturally arise from the lesson, outside of the book questions, so that my work was mostly with the ears. No falling back on laurels previously earned with this teacher, as I feared, but instead, he always exhibited an earnest solicitude to make this, his twenty-first school, his best. One of the best schools I have ever visited."

How many more schools are like this? "Visited this school four times. Considerable attention was paid to reading and spelling, and the improvement in those branches was good. 20 pupils studied arithmetic, and one large class were said to have gone through the book. They can continue to go through it in the same way *forever* and *ever*, and *never* know anything about it. I was very much disappointed in this school. No district in town has a larger percentage of bright, intelligent pupils, yet the improvement in anything but reading and spelling was hard to find. They might as well have been asleep so far as any interest in their studies was concerned, but they made noise more than enough."

And this is the last school mentioned by him, and there is more truth than poetry in his remarks: "Considerable dissatisfaction was felt in this district with this school, and I think to some extent justly. The register makes no mention of visits by citizens, and probably there were none. Had the disaffected parents or guardians visited the school to find out the facts for themselves, their complaints would have been entitled to more consideration. The agent sent in no list of scholars, although repeatedly urged to do so, and I made out a list myself, and that the children of this forsaken and neglected district are deserving the sincere commiseration of the enlightened philanthropist is my firm belief."

At the close of his report he says, "Many of our older scholars are attending seminaries out of town, from time to time, and the idea is carried into our public schools that they are above the teaching of the common schools. The hollowest scholars I have encountered this winter have been some of these seminary students. One of these told me four times in half a day that four feet made a yard; and a class in which were some of these seminarians, wanting to begin their winter's study of arithmetic half way through the

book, could not do an exercise in compound addition, multiplication, or division.

"Some of our teachers are somewhat superficial in many of the branches to be taught in the common schools. Some of the poorer class of teachers who would be half an hour finding what number 800 is sixteen per cent of, or how many square feet are contained in a plane square measuring six feet on each side, are quite pronounced in the opinion that twenty minutes is plenty of time to examine a school teacher."

Could not it be foretold without prophetic vision after reading these last two paragraphs, where the latter class came from? Would it not have been a good idea to put *therefore* before the word *some* in the second paragraph?

We have given copious extracts, but they are types of what can be found in almost every town in Maine; some are better and many we fear are worse. It depends upon the live men and *women* of Maine, to find a cure for this state of things. Has not this Superintendent done his part? If those people who are hit, will improve instead of "getting mad" about it, how much better for them and—the schools.

To any teacher who will forward us the names of five new subscribers with the money, we will send an additional copy of the JOURNAL. We desire to extend its influence throughout the State. We have before us the reports of three cities and four towns, employing in the aggregate two hundred and fifty teachers, and we find but ten subscribers to the JOURNAL, and is it not to the praise of the *teacher* and JOURNAL too, that *especial* mention is made of them in the reports, although the fact that they took an Educational Journal could not have been known to the writers of the reports. Let us hear from Maine.

Last month we sent to each subscriber a copy of the laws of the last legislature. We did not call especial attention to the changes in the School laws. They were as follows: Permitting the Normal Schools to extend their course of study over another year in order that teachers may be fitted for teaching in the High Schools; a slight change was made in the matter of transfer of property for the use of the High School; also two *or more* towns may now unite in one school and receive the same aid as before. It was felt that no decided change was needed, but we hope the people will be ready for County Supervision in some shape next winter.

Two ladies, Misses Fanny Cleaves and Alice Harriman have been chosen Superintending School Committee of Stockton, and there is no doubt that they will acquit themselves excellently well in the positions. Since the above was written, we notice that Miss Delia A. Curtis has been elected one of the school supervisors of Searsport.

QUERY BOX.

MR. EDITOR: Here is an explanation of the query in the February JOURNAL which will apply to a larger sum:

Present Worth of $240,00 due in 6 months, ...	$233.0097
" " " $120,00 due in 4 months, ...	117.64705
" " " $120,00 " " 8 "	115.3846
" " " the sums dis. separately, ...	$233.03165
" " of $240,000	232.0097
Difference	.02195

The sum due in 4 months, is in reality greater than the one due in 8 months. In using the equated time we lose on the larger sum more than we gain on the smaller, as the following figures will show. Present Worth of $120 due in 6 months is $116.50485, which is $1.1422 less than the present worth of the same sum for 4 months, and $1.12025 more than for 8 months. Difference $0.02195.

THE LARGER DEBT.

Present Worth of $4000 due in 4 months, is $3921.568; of the same in 8 months is $3846.153.

Sum $7767.721

The equated time for both is 6 months. Present Worth of $8000 for 6 months $7766.99.

Difference $0.731

The Present Worth of the larger sum due in 6 months is $38.073 less than of the same due in 4 months, and $37.342 more than for 8 months.

Difference $0.731

QUERY. What are called Astrachan muffs, caps, cloaks, etc., are said to be only an imitation of Astrachan. What is the real? L. G.

1. Supervisors examine Teachers. *Who* examine Supervisors?

2. The law specifies the amount of school money to be raised by towns, and the appropriation of it. A town votes to raise several hundred dollars more than required, with no appropriation. What can be done with it?

3. Mr. B. buys a wood lot of Mr. G., in the form of a trapezium; sides respectively 90 rods, 80 rods, 120 rods, and 100 rods. How many acres in the lot?

4. A colt and a cow cost $24; ¼ the cost of the colt multiplied by ¼ the cost of the cow, equaled the cost of the cow. Required the cost of each.

MR. EDITOR: I find the last query in an Intellectual Arithmetic; will some of your readers furnish a Mental Arithmetic solution?

Educational Intelligence.

MAINE.

Mr. Ham has resigned his position as Principal of the High School in Augusta.

The commencement exercises at Westbrook Seminary will be held June 4. W. H. Post will deliver the oration.

The Auburn City Council has appropriated $10,000 to pay for the Edward Little High School property.

The Senior class of Bowdoin College is to employ the Germania Band and Temple Quartette for the coming commencement concert.

The spring term of Anson Academy is prospering finely under the instruction of Augustine Simmons. There are one hundred pupils in attendance.

The spring term of the Bridgton High School is under the continued instruction of A. F. Richardson, A. B., with seventy-five scholars.

G. W. Flint, of Bates College, assistant in the Bath High School, has been elected Principal of the graded school at Collinsville, Conn.

We hear that kindergarten systems of primary instruction are being introduced in the primary schools of Lewiston.

Mr. Willabe Haskell, teacher of languages in the East Maine Conference Seminary at Bucksport, has resigned and will probably accept a professorship in Yale College.

The alumni of Waterville Classical Institute have organized an association to receive contributions with which to form one or more scholarships for the use of needy students at the Institute who are fitting for college. A number of the officers of the association are members of Bates College.

W. H. Stevens, Esq., has just completed plans for an elegant school house, to be erected this season at Newport, Me. The building is of two stories, and will accommodate two primary schools on the first floor, leaving a large and beautiful room for a high school on the second floor. This room is to be furnished with the Boston school desks.

At a meeting in Hartford on the 14th, the town authorized the payment of a teacher who had not complied with the law. It appears that Miss Eunice D. Alley, living in town, after teaching about forty terms, taught last winter without the renewed signatures of the Superintending School Committee;

hence, the opposition to payment by some. Can a town make void a State law? is the question.

At a meeting of the trustees of the Normal Schools, Gov. Dingley presided and all the members of the Board were present. It was voted to establish a past graduate course, according to the law of last winter. The Trustees also fixed upon a system of study to be pursued in such course. It was decided to have three terms per year in each Normal School; those of the Castine School to remain as now fixed, and the term at Farmington to commence a week later.

Auburn City Council has elected A. G. Whitman Superintendent of Schools. The salary is established at $500, but it is understood that the Superintendent will also draw the salary of the School Committee established in January, which will make the full salary $1000. Mr. Whitman, the new superintendent, is a teacher of experience and a gentleman of culture. He formerly taught Auburn High School and for several years after graduating from Bowdoin College, was a teacher in the public schools of Boston.

The second term of the Hallowell Classical and Scientific Academy opened on Wednesday, April 8th, under an able corps of teachers as follows: A. K. Whitcomb, A. B., Principal and teacher in the classical department; Charles Fish, A. M., Associate Principal and instructor in the natural sciences; Miss Susan F. Drummond, Principal of the girl's department; Miss Augusta M. Gardiner, instructor in music. Miss M. E. Baker still retains the position of matron. Arrangements have been perfected, calculated to render the second term of this institution even more successful than the first. The closing examination on Thursday was satisfactory, and alike creditable to teachers and pupils.

A correspondent asks what is the proper pronounciation of "either and neither." We do not profess to speak with authority, but simply give our own opinion when we say that "either" and "neither" should be pronounced *ee-ther* and *nee-ther*. At least there is an immense preponderance of good usage in this country in favor of this pronounciation, which is also the predominant one in England. "I-ther and "ni-ther" are so rare in America as to be conspicuous, and a man of good taste will avoid a conspicuous pronounciation as he would an overwrought diction or a flashy necktie. So at least it seems to us.—*Lewiston Journal.*

Amen!

The reports of the Superintending School Committee and Superintendent of Schools of Lewiston, give a very favorable account of the condition of the schools of Lewiston. The Superintendent, Mr. Tash, presents valuable and interesting statistics, and discusses at length the condition and wants of the schools. The committee, in presenting a summary of the work for the last school year, say:—

"During the past year there have been maintained one High school, for

thirty-nine weeks, with four classes, four teachers, and 137 pupils; one Grammar School, for thirty-eight weeks, with eight classes, nine teachers, and 421 pupils; nine Intermediate Schools, for thirty-six weeks, with nine teachers, and 674 pupils; eighteen Primary Schools, with nineteen teachers, and 1,260 pupils; and sixteen Rural Schools, for thirty-four weeks, with sixteen teachers, and 542 pupils. The whole number of teachers employed was fifty-seven, all of whom were women; and their aggregate compensation, including three janitors and the care of fires and buildings, was $22,489.46. The cost of text-books furnished gratuitously to pupils, supplies, and incidental repairs, was $5,433.83; and the expense of the general repairs of school buildings was $2,099; and of fuel and heating apparatus, $4,009.58—making the aggregate expenditures for school purposes, $34,032.55.

The whole number of different pupils registered in school during the year, was 3,934, making the expenditures for school purposes a trifle over $11 per scholar. This, however, includes the expense of text-books used by pupils, and repairs on school buildings. On the first of April, 1873, there were in the city 5,726 scholars between the ages of four and twenty-one—an increase of 762 since April, 1872. Of these, however, 2,086 were between fifteen and twenty-one years of age, leaving 3,644 scholars under fifteen years of age. As only 220 pupils over fifteen years of age have been in the public schools, the number registered under this age is 2,814, leaving 830 children under fifteen, outside of our public school during the year. Some of these, however, are of so tender an age as not to be proper candidates for the common school; so that it is probable there are not more than 600 children between five and fifteen years of age who have been entirely deprived of the privileges of our schools during the year.

MISCELLANEOUS.

New Jersey has just enacted a bill for Compulsory Education. California, Illinois, Ohio, Nebraska, and Wisconsin are about doing it.

The State Superintendent of public instruction of New Hampshire, is engaged in forming associations of town superintendents of schools in the different counties. It is their object to discuss such matters as are implied in the duties of a superintendent's office. All who are or have been school superintendents are considered members ex-officio.

In Chili there are 1,190 schools, of which 726 are public and 464 private. In the towns there is on the average one school for every 1,769 persons, and in the country one school for every 3,020 inhabitants. In 1872 these schools were attended by 82,152 pupils, and the amount expended by the government for educational purposes amounted to 414,127 piastres. The number of teachers in the primary schools was 896 male, 657 female.—*Galaxy for May.*

Compulsory education has been defeated in Pennsylvania. One fact developed by the discussions is that there are not school-houses enough in many places to educate all the children, if they were compelled to go to school.—*Exchange.*

PROFESSOR ALPHEUS CROSBY. This distinguished professor of Greek and Latin, well known as former principal of the Salem State Normal School, died recently at his residence in Salem, Mass. Professor Crosby was a son of the late Asa Crosby, and was born at Sandwich, N. H., on the 13th of October, 1810. He prepared for college principally at Gilmanton Academy. Leaving college, he taught one year at Moor's School in Hanover, N. H., then was tutor in Dartmouth College three years, after which he spent a year and a half at Andover Theological Seminary. He was licensed to preach in 1833, and in April of the same year became Professor of Latin and Greek Languages and Literature in Dartmouth; in 1837, by a division of the department, he became Professor of Greek Languages and Literature, and in 1849 Professor Emeritus; in September, 1854, he was appointed agent of the Massachusetts State Board of Education, and Lecturer in the Teachers' Institute of the State; these offices he held till August, 1856, making his home during the time in Boston. In October, 1857, he became principal of the State Normal School at Salem, and removed to that city, where he lived up to the time of his death. He resigned his position as principal in July, 1865, and since that time has devoted himself almost wholly to literary pursuits. He has published many valuable books, and among them a "Greek and General Grammar," "Greek Tables," "Greek Lessons," an edition of "Xenophon's Anabasis," "Eclogæ Latinæ," "First Lessons in Geometry," "A Letter of John Foster, with additions," a volume on the "Second Advent," also various educational articles in the Massachusetts Teacher, of which he was one of the editors for several years. During the last months of his life he was engaged on a Greek Dictionary, still unfinished; and it is thought that the close attention he gave to this, one of his greatest works, induced the brain disease which resulted in his death after a short illness.

Book Table.

NEW PUBLICATIONS.

GUIZOT'S POPULAR HISTORY OF FRANCE. By M. Guizot. Portland: Francis H. Coffin, Agent for Maine.

Volume first of this history is now complete. The time is brought down to the Crusades. No more interesting, authentic, or true history of early France has been written. Students of Rome will find here all the material

facts of the wars of Cæsar, against the Gauls and the Germans, and with the same truth by which they are narrated by Cæsar, but with that style which Guizot almost alone can use and none can excel. The establishment of Christianity in Gaul and the foundation of the different dynasties that first settled in Gaul, the Franks and Cloves, the Mirovengians, the Pepins, Charlemagne, the greatest hero of the times, France under the Feudal system, Hugh Capet, and the conquest of England by the Normans, are each fully and carefully written, and the Engravings and Illustrations with which the volume is embellished, are alone worth the price of the book. No teacher, High or Common School, can afford to let pass this opportunity to obtain at a moderate cost and in such a way that it will not draw heavily at any one time upon their purse, except the first purchase, and arrangements can be made with the Agent, Mr. Coffin, in regard to that matter.

We are anxious, fellow-teachers, to recommend such books as will meet your taste, and at the same time give you the worth of your money by imparting to you knowledge which you can use every day in your school-room. These books are filled with just such knowledge, and you can use it every day.

PHYSICAL GEOGRAPHY. By M. F. Maury. New York and Baltimore: University Publishing Co.

The introduction of the elementary principles of Physical Geography into some of the text-books, on Geography used in our schools, has served to render a study, which has been presented too often in dry details and unimportant minutiæ, both interesting and profitable.

Now that the subject is seen to have more than a mathematical and political character, there is an increasing demand for books that shall present more fully the facts and principles of this noble science.

While there are many compilers of Geographies, there are comparatively few men who have the ability and resources necessary for the production of a first-class book on Physical Geography.

We have examined with considerable care Maury's Physical Geography, and have been highly gratified to find that a book of such value has been placed within the reach of teachers and pupils.

The author has had unequaled advantages for obtaining materials for this work, and neither talent, time, nor expense has been spared by author and publisher to render the work the best of its kind.

We first note a "General view of the Earth, its Crust and Geology." This division of the general subject presented so clearly by diagram and statement is one of much value to the student, especially to those who are not able to take a course in Geology.

The "Features of the Land," show the world in miniature, its plains, mountains, lakes, and rivers, the results of the action of fire and water. Causes as well as results are indicated in the striking pictures.

The division, "Meteorological Phenomena" opens with a chapter on "Heat and Light" which is interesting and instructive.

"Climate" presents vivid pictures of tropical and polar life, shows the effect

of latitude and elevation, wind and water upon temperature, while the "Chart of Isothermal Lines" shows at a glance the comparative climate of the world.

"Day and Night, Summer and Winter," present some fine pictures of Arctic ice and desert sand seen by the light of the Aurora, and sunrise on the desert sea. What plants and animals "know about" day and night will prove exceedingly interesting to our young folks. The Nature and effect of wind and the chart of its movements are topics exceedingly interesting and instructive.

Water in the air as clouds and fogs, falling as rain, distilling as dew, rushing in rivers, and crystallizing in the tiny snow flake and towering iceberg, is here presented in a way to secure attention, excite wonder, and lead to careful thought.

Magnetism and Electricity, those manifestations of a power as mysterious as it is wonderful, contribute in their turn to the exhibition and explanation of truth that is far stranger than fiction. As progress in science and art may be through the development of the electrical force, the presentation of this subject is peculiarly fitting.

"Phenomena and Life of the Sea" present the "work of water" in its various conditions. The bottom of the sea is made to reveal its wonders, the power and direction of currents, the animal and vegetable life, and the various uses of the "waste of waters" are well presented.

"The Life and Products of the earth" exhibit the relations between plants and animals, and their geographical range. Pictures and charts render the subject plain to the eye, while the selection and arrangement of the text render the study pleasant and profitable. "Mineral Productions" makes an interesting chapter presenting concisely the wealth of the earth and the results of man's labors in the mineral kingdom. Man individually and collectively, his influence in changing the face of Nature, and the development of the various industries, forms a valuable chapter.

Last but not least in importance, we find a consideration of the American Continent, its climate and physical aspects, its vegetable and mineral wealth.

We have sketched briefly and imperfectly the character of this book. Its maps, charts, and cuts, its choice and well arranged matter, render it one of the most valuable works we have examined. F.

SECOND BOOK OF BOTANY. By Eliza A. Youmans. New York: D. Appleton & Co. Portland: Dresser, McLellan & Co.

The author has revised, and the publishers have brought out in new dress this volume. The education of youth in this direction has been almost totally neglected. The times are demanding that children must have some knowledge of the world in which they live, move, and have their being. That a mere knowledge of figures and abstract subjects are not of so much avail as the knowing what are and how to explain the common occurrences of everyday life. In the field of Botany, this with its companion books cannot fail to reach the desired end. The name of the author is a guarantee of its correctness, and the name of the publishers, that the book is well made for school use.

MODEL DIALOGUES. By Wm. M. Clark, Editor Schoolday Magazine. Philadelphia: J. W. Daughaday & Co.

This volume contains seventy-three dialogues selected from five or six hundred manuscripts, the contributions from more than thirty writers. The selections comprise pieces representing almost every phase of emotion and sentiment, but more especially those pieces which represent the cheerful and humorous side of life. The author has made good selections and every teacher will find this a mine from which to draw almost forever selections for examination day and exhibitions, or for the Sabbath School Concert.

MANUAL OF THE CONSTITUTION. By Israel W. Andrews. Cincinnati and New York: Wilson, Hinkle & Co.

An accurate and complete knowledge of the Constitution of the United States should be had by every person, male or *female*, who is now coming to the years of maturity. The future of this country depends more upon those now attending school than is commonly supposed. The old issues are dead, and now must come before us new ideas which will create new parties, and there is need that the leaders and workers in those parties be men who know and understand the Constitution which is our guide in our political journey of life. It would be better did some of our leaders know more and talk less. We recommend this book to teachers.

METHOD OF STUDYING FRENCH. By F. Duffect. Cincinnati: Wilson, Hinkle & Co.

A neat and attractive work.

We have also received:

ANNUAL REPORT of the State Superintendent of Public Education for the State of Louisiana, from William G. Brown, Supt.

REPORT of the School Committee and of the Superintendent of Schools of Springfield, Mass., from Mr. A. P. Stone, Supt., formerly of Maine.

REPORT of the School Committee and of the Superintendent of schools of Lewiston, Me., from Thomas Tash, Supt.

BOSTON UNIVERSITY YEAR BOOK. From H. O. Houghton & Co.

MEMORIAL VOLUME of Salem Church. From Rev. S. H. Hayes.

HOSPITAL FOR THE INSANE of Nova Scotia. From James R. DeWolf, Supt.

REPORT of the Minister of Public Instruction for the Province of Quebec, for the year 1872.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

Jules Verne's new story, "The Mysterious Island," is continued in the May number of SCRIBNER'S, with which number a new volume of this magazine is begun. In the same number Edward King has another "Great South" chapter profusely illustrated. Mr. King deals, this month, with the mountains of Tennessee, Georgia and South Carolina. "Adina," an interesting story by Henry James, Jr., is begun, and will be concluded in June; Mrs. Spofford has a touching story, entitled, "At Last;" and, there is a

graphic sketch by R. H. D. of "The Doctor's Wife." Mr. Richardson's illustrated paper on "The New Homes of New York," tells and suggests much about the "flat" system of living. Mr. Stedman discusses "Tennyson" with his usual skill, insight and catholicity; Mr. Ruffner, Superintendent of Public Instruction of the State of Virginia, gives his own decided opinion on "The Co-Education of the White and Colored Races;" and Mr. Schumacher describes the lately discovered "Silver Desert" of South America. Mr. Taylor's "District School," the opening poem, is charmingly illustrated by Sol. Eytinge; and Miss Trafton's "Katherine Earle" is also illustrated. The Etchings this month are enlarged to four pages, and Home and Society deals entirely with the fashions.

The forty-eighth volume of HARPER'S MAGAZINE concludes with the May number, which is crowded with peculiarly interesting matter, profusely and beautifully illustrated. The following is the table of contents:

Corinna's Going a Maying, by Robert Herrick; A Naturalist in the Heart of Africa, by Helen S. Conant; At the Bridal, by Harriet Prescott Spofford; The Flower Mission, by Elsie Gray; The Fur Seal Lillions of the Pribylov Islands, by Henry W. Elliot; How the Rain Comes, by Mary Mapes Dodge; My Mother and I, by Dinah Muloch Craik; The Kingfisher, by James Maurice Thompson; Ilkley (concluded), by Moncure D. Conway; John of Barneveld, by R. H. Stoddard; The Living Link, by Prof. James De Mille; Misery Landing, by Constance Fenimore Woolson; The Skeleton of Modern Society, by Dr. Samuel Osgood; Blue Beard's Closet, by Frank Lee Benedict; The Defective Classes, by Charles D. Deshler; Moods of the Calendar, by Nelly M. Hutchinson, and the usual editorial departments.

THE GALAXY for May is fresh and springlike; full of smiling landscape and vivid figure painting, birdlike poetry and cheerful conversation, with dashes of humor, pathos, wisdom and sentiment, which combine to make it as delightful as the month of May itself. In the leading article Mr. Albert Rhodes tells how Americans conduct themselves in Paris, what Paris says of them and thinks of them and does for them. Mr. Clemens Peterson contributes a most attractive sketch of scenery and character in Denmark, Sweden, and Norway. "An Odd Piece of History"—the French Spoliation claims—will be read with great interest by everybody, and especially by those who have had American grandfathers. Mr. Richard Grant White begins his usual Linguistic Notes with a clever essay upon "The Lost Beauties of the English Language," and follows with a "Century of Authors," a list of one hundred of the greatest writers of the world in all periods and in all languages, from Moses, the prophet, down to Ruskin, the word painter. "A Glimpse of the Tropics" describes Havana life and scenery as observed by an American. In "The Temperance Crusade" a Cuban writer comments upon the American manner of refreshment, and loudly declaims against the national "Perpendicular drink." The Lady Blanche Murphy contributes "Our Neighborhood," a picture of English country life. "The Parody of the Period" is a collection of odd and amusing verses cleverly introduced. The Scientific

Department is comprehensive in its summary of progress in science and art The other departments are of the usual length and variety.

LIPPINCOTT for May maintains the usual freshness and fineness, commanding the interest and gratifying the taste of the reader. The first paper, "The New Hyperion," by Edward Strahan, illustrated, still keeps on its even way, each chapter seeming to possess a quaintness and special interest of its own. The second article, "In a Caravan with Gérôme the Painter," illustrated, recalls many pleasant incidents. The "Bluebirds of Spring" is a charming poem. In this number, Mr. George MacDonald's serial story, "Malcolm," deepens in interest, and really captivates the reader. "Deshler & Deshler; or, My Life as a Book-Agent," part first, by Sarah Winter Kellogg, puts some very fresh life into a much-abused subject. The next paper, "Burning and Burial," by Fannie R. Feudge, discusses a subject that is commanding a good deal of attention at this time, and contains much information regarding the various ways the Eastern nations have of disposing of their dead. "A Modern Cressida" is continued, and Mrs. Edith Penrhyn's various loves and lovers are described in a decidedly fascinating way. "The British Civil Service," by Reginald Wynford, is a paper containing much valuable information, and the usual fine variety of Monthly Gossip and Literary Criticism completes the number and makes it very attractive reading for cultivated minds.

The ECLECTIC for May is on our desk and contains and admirable portrait of Chief-Justice Waite. The editorial sketch of his life which accompanies this portrait is much the best that has yet appeared, and as it is derived from an authentic and responsible source, its value to the public is correspondingly enhanced.

The contents of the number are of the customary variety and interest, embracing Universities: Actual and Ideal, by Professor Huxley; Dr. Johnson's Writings; Explorations of a Naturalist; One Flight; The Prince Printers of Italy; An Elephant Kraal; John Stuart Mill; On Coal and Coal Plants; Feng Shui; The Mysogynist; Alexander Dumas, Fils; and additional chapters of the very striking story, Far from the Madding Crowd. The editorial departments are full of current information on Literature, Science, Art, etc.

The ATLANTIC for May contains the new department devoted to educational matters, which promises to be a valuable addition to its previous attractive features. The following is the table of contents:

Prudence Palfrey, by T. B. Aldrich; Fancies, by Edgar Fawcett; Behind the Convent Grille, by Jane G. Austin; The Tower, by Emma Huntington Nason; A Terrible Twenty-Four Hours, by Will Wallace Harney; Rachel at the Well, by J. T. Trowbridge; The Cats of Antiquity, by J. W. DeForest; The White Rover, by Celia Thaxter; Ivan Turgenieff, by Thomas S. Perry; Baddeck and that sort of thing, by Charles Dudley Warner; Agassiz, by James Russell Lowell; Mose Evans, by William M. Baker; Atalanta, by James Maurice Thompson; and the usual editorial department.

The POPULAR SCIENCE MONTHLY for May contains a valuable as well as entertaining collection of scientific papers, as follows:

The Grape Phyloxera, by Charles V. Riley, M. A., Ph. D. (illustrated); The Limits of our Knowledge of Nature, by Prof. Emil Du Bois-Reymond; The Crooked Courses of Light, (illustrated); Synthetic Chemistry, by Prof. John W. Langley; Universities, Actual and Ideal, by Prof. T. H. Huxley; Action of Sunlight on Glass, by E. S. Drone; Measures of Mental Capacity, by J. W. Redfield, M. D., (illustrated); Law and Insanity, by Henry Maudsley, M. D.; Observations of a Naturalist in Nicaragua; A Gigantic Relic, by H. Butterworth; Evolution and the Doctrine of Design, by W. Stanley Jevons; Sketch of Dr. J. P. Joule, (Portrait); and the usual editorial department.

The SCIENCE OF HEALTH for May, is an excellent number. This magazine is devoted to the most important interest which concerns the race; that of Health. Among the subjects treated are those of Tobacco; Human Physiology, with illustrations; Disease and its Treatment; also, showing the *Modus Operandi* of Poisons; Care of Babies; Proverbs Regarding Drunkenness; How often shall we eat? Delicately Nourished; Spring Maladies; Openings for Hygeian Homes; Lectures to Ladies; Useful Recipes, Household hints, and Replies to Correspondents on a variety of subjects.

THE CHRISTIAN UNION we esteem one of the very best religious papers in the country. It is so vigorous, so hearty in every good work, so fair in criticism of religious discussions, so keen and lively and independent in its correspondence, we are always roused and stirred for more action and for quicker and deeper thought by every perusal of its columns. Eggleston's "Circuit Rider," just completed, is announced by the publishers, J. B. Ford & Co., to come forth in book form. The reading public will be glad to see it.

TROUBLE WITH TURKEY. A serious embroglio in our relations with the Divan has arisen, as follows: Sarkis Minasian, who has for many years acted as the resident agent in Turkey for the sale of Dr. J. C. Ayer & Co.'s medicines, driven by the increase of his business to a necessity for more room, built his warehouse in Constantinople several stories higher, after having obtained the necessary permit from the authorities. The Imans of a neighboring mosque, which overlooked the premises, demanded a large present in money, which was refused. They then applied to the Grand Vizier, for the enforcement of an obsolete law, which had been disregarded two hundred years, requiring him to take down the building to eighteen feet, which was granted, and they commenced the work of demolition. Minasian then applied to the American Minister, who notified the Sublime Porte that American property could not be thus trifled with, and that the demolition must cease. Then commenced the usual course of Musselmen prevarication and promises, but no real redress. Finally, Minister Morris informed them that if their depredations continued, he should order the U. S. ships of war to en-

ter the Bosphorus, and Messrs. Ayers' medical warehouse would not be alone roofless. A stroke of his pen could have laid the whole city under the sweep of American cannon, backed by men who are not schooled in the lessons of fear. This brought them to their senses and speedy redress. Minasian has now arrived in this country, to present the case to our State Department for indemnity. At length it is something to say among the people of the earth—"I am an American citizen!"—*Columbia Republican.*

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THE MAINE

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THE VALUE OF LITERATURE TO TEACHERS.

IT must be admitted that in this age of universal reading teachers should not fall behind in this intellectual race which seems to be urging us forward at such rate of speed as almost to take away all power of thought. When we see men, women, and children issuing from the public library of the town or city our first impression is that we are a remarkably literary people. And if the reading through volume after volume, mostly works of fiction, is an indication of our literary taste, we are so most emphatically. But is there not another view of this subject?

Grant that *quantity* is something, yet *reading* alone does not make a people literary. It does not even create a literary taste, though it does generally produce a restless, morbid sentimentalism which is injurious to a healthy tone of mind and morals. Sound literary judgment and correct literary tastes do, in great measure, depend upon the *quality* of the reading, and the thoroughness and reflection given to the subject.

A large majority of the books published are not deserving of a *careful* perusal; there is hardly an idea in them worth preserving; consequently it is worse than a waste of time to read them. What books we should read, and what we can do without, is an important and perplexing question, and which no person ever can decide for an-

other; but out of the great number and variety that are influential for good, we should select those best adapted to our especial necessities, those that are most potential in elevating and enlarging the mind and reforming the feelings, and those that treat of such subjects as are matters of daily conversation and use.

Now, in the world of thought or literature, the medium of thought, there are pictures so grand in conception, so beautiful in form and coloring, so rich in ideal, that they inspire us with a deeper reverence for nature's work in the kingdom of the mind than for her developments in her domain of matter. The region of literature is almost boundless, and all that lies within the capacity of any one, is merely to gather a few grains of gold from its abundant store house.

Although there are at the present time many books published, and there cannot be time to read all, yet if those who assume the responsibility of guiding the education of others, do not have a tolerably extensive acquaintance with books, both of the past and present time, are they not to be classed among those who are weighed in the balance and found wanting?

Scarcely a lesson is heard in which there is not the need of literature, science, or art to explain the figures and allusions not understood by pupils, but which have become interwoven with all branches of education. Take, for example, an ordinary reading lesson, prose or poetry, selected from any school book in common use, especially those used by the more advanced classes, and how many questions might be asked by an inquisitive pupil which would puzzle a teacher to answer if not well protected by the breast-plate of knowledge.

It is not easy to conceal the poverty of an impoverished mind from the penetrating eyes of a bright class, and do you not think that the teacher who failed to answer the questions would suffer in the estimation of the pupil?

But it may be said that pupils are not expected to understand these things, that they do not trouble themselves about the sense of the author, but read merely to acquire facility in pronouncing words. Then if this be the case, the efforts of pupil and teacher have been in great measure misdirected.

Taste, perception of the good and beautiful in literature and art is, for the most part the result of cultivation; it is not the spontaneous growth of undisciplined minds; hence a child must be led grad-

ually to see the beauty and fitness of language, and must be taught to understand and admire the noble thoughts of others.

The question then arises, can any one be better adapted to conduct the young learner into the wide and fertile fields of literature than the teacher who day after day is leaving the impress of her mind and character upon those under her instruction? Is any teacher discouraged at the pressing demands made for the mental preparation of the school-room, and at the seeming impossibility of meeting them? No doubt such discouragements have met every teacher, but instead of deterring her from duty they ought to incite her to establish habits of reading thoughtfully some of the best authors of our language, and translations of the best from other languages, unless she is so thoroughly educated as to be able to read them in the original.

Aside from professional reasons, teachers at the present day should aim at a wider culture, a more elevated standard of intellectual attainments than ever before. The times demand it, and the children who are now daily by your side will look back in future years with fond remembrance to those who so carefully and faithfully guided their minds into those paths which have given them keen pleasure and enjoyment at every turn in their journey of life.

SUPERVISORS EXAMINE TEACHERS. WHO EXAMINE SUPERVISORS?

OUR querist, who last month asked this question, will not be satisfied with the simple statement, "no one." Of course they are responsible to no direct agency for their qualifications, and he understood that as well as all others who know about school matters.

The supervisors of schools in this State are generally selected from the professions; the minister, doctor, lawyer, or sometimes the teacher, is chosen as the supervisor.

If there are representatives of each political party in these professions, they are generally arrayed against each other, and the stronger party wins. If there are none of the above-mentioned class in the town, or if they do not desire the office, citizens are selected, some-

times for their honesty and capability, but generally some aspirant for political honors makes this his stepping-stone to future greatness.

The gentlemen composing the class first mentioned are for the most part liberally educated men. Many of them have "taught school" in earlier life. They are fitted mentally for their position. It depends upon the time that they have given to the rapidly increasing and improved methods of teaching whether they will make the better supervisors. Education alone is not sufficient. It must be assisted by the best and most accurate knowledge of the mind of the young, and the means of imparting knowledge to that mind.

Now, those who have been teachers and who adorn the profession that they have chosen, may be by these rules the poorest supervisors.

The citizens who are elected as supervisors have not had the discipline of the mind obtained by the study of a profession. They, too, taught school when they were young. They believe that such an education as they received is sufficient. "See what it has made me." An honest man with a good intellect may, without any college training, become one of the best of supervisors, because he will see his defects and will use all means to obviate the difficulties under which he labors.

How they become supervisors has been already hinted at. How long they continue to be supervisors depends not so much upon their honest work, their true judgment, and faithful statement of the schools, but upon the number of sore heads they have caused by just that upright course, and true estimation of the schools and teachers under their care.

The supervisors are responsible, then, to the town. Shall the town examine them? Yes; but not in the narrow sense of an examination merely as to their scholarly attainments, but in regard to their general fitness. The town should regard their moral rectitude, their firmness of purpose, their general ability as manifested by their own business transactions, their general knowledge, the time they will devote to the office, their scholarly attainments, and finally those who have the least number of relatives to reward or please.

Schools are what the supervisor makes them. With such a supervisor as we have mentioned, a mere oral examination as to his qualifications is unnecessary. The only thing in which the majority of the supervisors fail, is the failure to examine into and understand the dif-

ference between schools now and twenty years ago. Therefore if the supervisor understands his business, he will see that his teachers understand their business, and thus he will make the schools.

Now, one word here as to the examination of teachers. No supervisor has any right to demand from a teacher that which he cannot do himself. In an examination in written arithmetic, for instance, the supervisor should give such examples for the candidates as he can perform. He should be prepared with a method of explanation, and demand the same of the teacher. He should have examples illustrating a principle, and not "tricky" examples, and with this preparation he should assemble his teachers and give them a written examination, examine their papers carefully, and make up a just estimate. Should he be obliged to have an examination for single teachers, the same method should be observed.

There is not a man who is fit to be supervisor, who could not with a little trouble prepare himself for such an examination of teachers as the above after he had given the notice of the examination required by law.

Has it not, then, been shown that although no written examination need be required of a supervisor, still that he has need of an examination of himself in order to assure himself his qualifications as supervisor?

As has been said, the supervisor makes the school. Now will not the supervisors for this year under whose notice this article may come, enter diligently upon their duties; devote some time to a consideration of the methods of teaching now in use, decide upon some system of union in your town, and follow it out during the year. If you cannot thoroughly do all things, do one thing thoroughly. Let all the teachers be under your immediate eye. Let them be regarded and regard themselves as merely districts in one city; that they are subject to the same rules; that the *method* of teaching must be the same; that about the same amount of ground must be gone over by all the schools.

Work must be done to accomplish this, but will it not pay? You may perhaps receive curses instead of blessings for your interference on the old method of "keeping school."

Any teacher who has made teaching the business of his life will say that he only regrets that when he begun his work in the country

school he had not brought the experience obtained after many years; that he had not at least in his own school simplified its action.

Upon the supervisors depends much of the future education of the children of Maine. And the more supervisors the better will be the schools if they are men of purpose and understanding.

School committees, as a general thing, are in the way. A superintendent and a school committee of three as an advisory board is the proper board of education in a town. But the superintendent should have the control, and if he is too far out of the way, or any complaints are made against him, the committee can consider them and decide as to the merits of the complaints. This is "one-man" power, perhaps, but the doctrine that "one-man" power is wrong in all things is false. Why not have two or more agents for a mill, all of whom shall have equal powers, and then have no directors. Yea, verily, are children of not so much importance as mills?

Let the supervisors have a fair chance, and with fair men with a definite purpose, the people of Maine will be surprised at the change in the knowledge of their children.

TEACHING BY RULE.

HAVE you a definite plan for the work of the school-room? Not a rule for to-day, another for to-morrow, and still another for the next day; but a regular programme with which every pupil is as familiar as yourself? If you have not, you are not working to advantage, no matter how earnestly you may toil. In no field of labor are system, order and precision so necessary as in the school-room. The lawyer, physician, and even the minister, may offer good excuse for want of system, for in these professions it is oftentimes "the circumstance" that establishes business; but the school-room, like the shop of the machinist, is a "wheel within a wheel," and so long as the master's eye guards and the master's hand guides the machinery, will order prevail and the desired work be accomplished. The progress of the pupil does not depend altogether upon the teacher's peculiar tact of explanation, drawing out of thought, or illustration, but upon pupils knowing that a certain

half hour in the day will be devoted to a single recitation, and that a certain other half hour must be given to the preparation of that recitation, and that this is not only the work of to-day, but of each day of the week, and that every branch of study must be pursued in the same manner.

I would not be understood that the programme of recitation should never be varied, but let those variations be at regular and stated periods, the pupil being instructed with reference to these variations as well as with the daily order of lessons.

When the bell taps for work to begin, let both teacher and pupil "fall into line" at the moment, with the first, second, and third half hours' work just as clearly understood by each as the order of the days of the week. And when the recess bell taps, let work cease as promptly as it began, being just as particular to respect the time given for recreation as that of study. If the work is varied on Friday for reviews, examinations, or literary exercises, let Friday have its order.

It may cost the teacher a little thought out of school hours to plan Friday's work beforehand, and publish it in the school-room at the beginning of the day, but he will be amply repaid by the diligence of his pupils.

Make your school-room a bright, cheerful work-shop, where the rubbing, polishing, finishing and packing are done in unison, with smiles upon the lips, cheerfulness in the heart, and songs to lighten labor throughout the day.

By following out a certain system or rule, you will not only make duty pleasant, but at the same time, establish habits of order in the lives and conduct of those you are called to teach.—*Kansas Journal of Education.*

Simplicity is that rectitude of soul which forbids a too anxious attention to ourselves and our own actions. This amiable virtue is very different from sincerity, and far excels it; for we often see very sincere persons who are devoid of simplicity. They would not pass, indeed, but for what they are, but they are continually apprehensive of appearing to be what they are not. The child of simplicity affects neither virtue nor truth, and is ever inattentive to that self of which the generality are so jealous.—*Fenelon.*

INSTRUCTION IN HISTORY.

THE reason that history is found the most difficult and unsatisfactory of all branches to teach, is that teachers do not form to themselves a clear conception what it is that the pupil should learn. There is a sort of superstition attaching to the past, which requires us to chronicle as historical events, occurrences which would hardly make any impression on us if they were contemporaneous; and to burden our minds with strings of names and dates which have neither interest nor meaning for us. Let it be remembered that life—especially the school-life—is very short, while the facts of history are infinite in number; and that it is a wrong to the child's mind to cram it with any facts but those which will be of some benefit to it.

Now history, in the lower school-years, is not a disciplinary study, but one the sole value of which consists in the knowledge which is acquired. I might except the disciplinary value to the memory of learning bare facts; but this is not its value *as history*—for this purpose the class might as well commit to memory the list of unclaimed letters in the post-office, published in the daily paper. At any rate, apart from this, history is learned, at this stage, merely for the facts. Further, these facts are so innumerable, and depend so much upon one another for their full understanding, that it is hardly too much to say that the only way to acquire them is by copious reading. A boy who has a taste for books, and who has access to plenty of interesting historical works, will learn history fast enough; there is no danger about that. And for such a boy the only rule is to read what he is interested in. One will take Bancroft or Hildreth as a starting point, and continue with Palfrey, Irving, Parkman and other special histories of his native country. Another will select that series of distinguished American historians, consisting of Kirk, Prescott and Motley, and add to them Robertson, Froude, D'Aubigne and Ranke, until he has stored away a great amount of knowledge of this critical period of modern European history. And so on, the boy who has a taste for historical reading, needs nothing but to be turned loose into a library.

Nothing else, that is to say, for the acquisition of facts; for the

most industrious reader requires something to arrange and systematise his knowledge. And what a boy or girl who reads history requires, in order to digest his reading, is, in the main, precisely what every boy and girl requires, as a basis and guide for future reading, and as knowledge, indispensable to even the lowest degree of culture.

These requirements are: first, an outline of chronology; secondly a knowledge of the great decisive events and names of history—as we may call them, *historical distances* and *historical emphasis.* The mind should be able to direct itself promptly and accurately to those names and events which form turning points or critical moments in the development of the race; and to place them with precision at the proper distances from one another, and in their proper relations to one another.

A knowledge of chronology does not necessarily require or imply a knowledge of dates. A few of the great leading dates of history had better be fixed with precision in the memory, as landmarks; but even these can hardly be called indispensable. If one has nothing but such round numbers as these—starting with the Christian era, to fix upon 300 as the date of the establishment of Christianity, 500 as the overthrow of the Empire, 800 for Charlemagne and 1500 for the Reformation, he has a really accurate outline of Chronology, sufficient, so far as it goes, for the purposes of reading. Still, there is no memory so defective but may easily store up a dozen exact dates, which will serve as landmarks for the entire course of history. Such landmarks may be:

B. C. 753. Assumed date of foundation of Rome.
490. Battle of Marathon.
218. Second Punic War.
44. Death of Julius Cæsar.
A. D. 325. Council of Nicæa.
476. Overthrow of Western Empire.
800. Charles the Great crowned Emperor.
1066. Norman Conquest of England.
1250. Great Interregnum.
1517. Commencement of Reformation.
1648. Peace of Westphalia.
1789. French Revolution.

I think if a person knows these twelve dates, and the events associated with them, he has a tolerable outline of Chronology. But I should combine with these exact dates another series of round dates, by epochs of 500 and 250 years. For example:

B. C. 1500. Egyptian Empire.
1250. Assyrian Empire.
1000. Hebrew Monarchy.
750. Empire of ~~Nineveh~~ Babylon.
500. Persian Empire.
Flourishing period of Greece.
250. Roman Republic.
A. D. 0. Roman Empire.
250. Organization of Christian Church.
500. Barbarian kingdoms.
750. Carolingian dynasty.
Development of Feudalism.
1000. German Empire.
The Crusades.
1250. Culmination of papal power.
Downfall of Feudalism.
1500. The Reformation.
Spanish ascendency.
French ascendency.
1750. Period of Revolutions.
English ascendency.

By inserting in some of the intermediate spaces, the most important characteristic of the intervening period, we have here a representation of the great dynastic changes of history, sufficiently complete and exact for practical purposes.

In considering how to supply the first requirement—an outline of chronology—we have reached a partial solution of the second problem, how to bring out and emphasize the important facts of history. This chronological scheme contains twenty items; add the twelve leading dates before given, and we have thirty-two important facts of history impressed upon the memory. Let us now add twelve names, with which we may associate most of the important events which are not associated with any of these thirty-two. These may be: Solon, Alexander, Hannibal, Cicero, Mahomet Alfred, Charles

the Bold, Columbus, William of Orange, Cromwell, Peter the Great, and Frederick II. of Prussia. It is not likely that any two persons would select precisely the same set, either of names or of dates; these are given by way of illustration and suggestion. It will be observed that many of the greatest names of history—Cæsar, Constantine, Charles the Great, Gregory VII., Luther, Gustavus Adolphus, and Napoleon, are already provided for in connection with the dates previously given. American events are excluded and will be considered separately.

In presenting his pupils some such outline as that here sketched, the teacher should be careful to impress upon them that this is nothing but a foundation, and that it will be of very little service unless accompanied and followed up by abundant reading. It would be well to require them to read Freeman's "Outlines of History," or some such work, in connection with these lessons; and upon every event and every name, to encourage whatever collateral reading is in their power.

The precise method of doing this must vary with circumstances. To carry out this scheme perfectly would require more time and access to more books than can be assumed with all teachers. What can the hard-working teacher do, who has no special familiarity with the subject which he is required to teach, and whose time is too fully occupied with other duties to allow him to make minute preparation in history? Of course we recognize the fact that such persons cannot do much more than teach the book which is put into their hands; that we all admit. If he can accomplish some collateral reading in connection with it—if it is only to read another text-book of the same grade—by all means let him do it. If his text-book is Anderson, let him read Freeman, or for Ancient History, Thalheimer, or, for modern times, Collier's "Great Events of History;" so much as this must be within the power of almost all.

Next, as to the class work. In objecting to a large proportion of the detail that we find in our text-books of history, I do not mean to advise the teacher to drop their use. It is better to do unprofitable work than no work at all, or than to do the work in a slip-shod, superficial style. Let the pupils be required to learn the book they have, until a better one is provided. And then, when the lesson is learned and recited; when a certain period has been passed over; let

the teacher, by some process of elimination, determine the names and dates that shall be made prominent in their memory,—whether these given above, or some others that may suit him better,—write them upon the blackboard, and refer the lessons in the book to the outline thus sketched.

Thus: we will suppose the class to have reached the year B. C. 500 in the book. At this stage, let the teacher put upon the board in a tabular form, the facts which he wishes to impress upon them, strongly for this period. For example, combining the three classes of facts specified above:

1500. Egyptian Empire.
Moses. [with account of Exodus.]
1250. Assyrian Empire.
1000. Hebrew Monarchy. [refer to David and Solomon.]
753. Foundation of Rome.
750. Empire of Nineveh. [read in Book of Kings about Sennacherib and other kings; and give account of Layard's discoveries.]
Solon. [with early Grecian history.]
500. Persian Empire. [The history of Cyrus connects this with Babylon, and so with the capture of Jerusalem.]

The same method can then be applied to successive periods, as the several great epochs of history are reached.

We cannot assume a teacher to have the use of such apparatus in the way of charts and maps as he ought to have; he must make the most of what he has, and show upon his modern maps the boundaries of the ancient empires.— *Wisconsin Journal of Education.*

The best part of one's life is the performance of his daily duties. All higher motives, ideals, conceptions, sentiments, in a man are of no account if they do not come down and strengthen him for the better discharge of the duties which devolve upon him in the ordinary affairs of life.—*Beecher.*

If you devote your time to study, you will avoid all the irksomeness of this life, nor will you long for the approach of night, being tired of the day; nor will you be a burden to yourself, nor your society unsupportable to others.—*Seneca.*

QUESTIONS FOR THE EXAMINATION OF TEACHERS.

ARITHMETIC.

FIRST. How many ways are there of expressing numbers, and which is most generally used?

2. What is a prime number? Write the prime numbers from 1 to 100.

3. State the difference between a common fraction and a decimal fraction.

4. From 1 take one-millionth.

5. Reduce two-thirds, three-fourths, nine-tenths, seven-eighths and four-fifths to equivalent fractions having the least common denominator, and explain the process.

6. What is the difference between a simple number and a compound number?

7. If $7\frac{1}{2}$ cords of wood cost $30, what will 8.3 cords cost?

8. How many gallons of water will a boiler hold whose shape is that of a half sphere, 15 inches in diameter?

9. When gold is quoted at $112\frac{1}{2}$, how much gold can be bought for $1836.00 in currency?

10. A boy flying his kite found that he had let out 210 feet of the string, when the kite lodged upon the top of a flag pole, whose height was 91.53 feet. Required the distance of the boy from the foot of the flag pole.

PHYSIOLOGY.

1. What organs secrete gastric juice?
2. What is the effect of perspiration?
3. Name the nerves of special sense.
4. Describe the spinal column—its structure and functions.
5. How is physical motion in man produced?

THEORY AND PRACTICE.

1. What is the distinction between moral and religious training?
2. State the relation of the teacher to the parent.
3. State the relation of the teacher to the State.
4. Why is the communication of children in school by whispering undesirable? How may it be prevented?

5. What would you mean by requesting pupils to *study* a reading lesson?

U. S. HISTORY.

1. When was Indiana admitted to the Union as a State?

2. What States were admitted to the Union during Washington's administration?

3. What territory comprised the Louisiana purchase?

4. What was the reason for the purchase of the Louisiana territory?

5. What were the immediate causes of the civil war?

6. What were the *real* causes of the civil war?

7. What were the causes of the nullification of South Carolina in Jackson's administration?

8. What doctrine was held by some of the States in regard to their relation to the general government in respect to the final authority of the latter over the former?

9. What important political events of Buchanan's administration?

10. Name the Presidents, in the order of their election, beginning with the first.

GRAMMAR.

1. What is the difference between synthesis and analysis?

2. Parse "that" in the following sentences: "The days that are past are gone forever." "That book is new." "Live well that you may die well."

3. What is meant by the conjugation of a verb?

4. Define a participle. Illustrate.

5. "I am he whom you seek." Parse whom.

6. Give plural of the following words: "Son-in-law," "Me," "Mr.," "German," "Mousetrap."

7. When is it proper to use "My" as the possessive of "I," and when "Mine?" Illustrate.

8. Which of the following sentences is correct, and why? "Though man be a sinner, yet God is merciful to him." "Though man is a sinner, yet God is merciful to him."

9. When should "*shall*" and when should "*will*" be used in the future tense?

10. Analyse, in full, "If I had been invited I should have gone."

GEOGRAPHY.

1. Why do different places in the same latitude differ in climate?

2. Which is the longer, the polar or the equatorial diameter of the earth? How much?

3. Name the States of the United States washed by the Atlantic Ocean, in their order, commencing at the north.

4. Name the four great rivers of North America that drain the continent, emptying the water in four different directions.

5. What are the "trade winds" and in what directions do they blow?

6. What point on the earth's surface has neither latitude nor longitude? Why?

7. Describe the mountain systems of South America.

8. Name ten seas that border upon Asia.

9. Name five peninsulas in North America.

10. Name the five great Lakes of North America, in order of size.

IN THE LABORATORY WITH AGASSIZ.

MORE than fifteen years ago I entered the laboratory of Professor Agassiz, and told him I had enrolled my name in the Scientific School, as a student of natural history. He asked me a few questions about my object in coming, my antecedents generally, the mode in which I afterwards proposed to use the knowledge I might acquire, and, finally, whether I wished to study any special branch. To the latter I replied that while I wished to be well grounded in all departments of zoölogy, I purposed to devote myself specially to insects.

"When do you wish to begin?" he asked.

"Now," I replied.

This seemed to please him, and, with an energetic "Very well," he reached from a shelf a huge jar of specimens in yellow alcohol.

"Take this *fish*," said he, "and look at it; we call it a Hæmulon; by and by I will ask what you have seen."

With that he left me, but in a moment returned with explicit instructions as to the care of the object entrusted to me.

"No man is fit to be a naturalist," said he, "who does not know how to take care of specimens."

I was to keep the fish before me in a tin tray, and occasionally moisten the surface with alcohol from the jar, always taking care to replace the stopper tightly. Those were not the days of ground glass stoppers and elegantly shaped exhibition jars; all the old students will recall the huge neckless glass bottles with their leaky, wax-besmeared corks, half eaten by insects and begrimed with cellar dust. Entomology was a cleaner science than ichthyology, but the example of the professor who had unhesitatingly plunged to the bottom of the jar to produce the fish, was infectious; and though this alcohol had "a very ancient and fish-like smell," I really dared not show any aversion within these sacred precincts, and treated the alcohol as though it were pure water. Still I was conscious of a passing feeling of disappointment, for gazing at a fish did not commend itself to an ardent entomologist. My friends at home, too, were annoyed, when they discovered that no amount of eau de cologne would drown the perfume which haunted me like a shadow.

In ten minutes I had seen all that could be seen in that fish, and started in search of the professor, who had, however, left the museum; and when I returned, after lingering over some of the odd animals stored in the upper apartment, my specimen was dry all over. I dashed the fluid over the fish as if to resuscitate the beast from a fainting-fit, and looked with anxiety for a return of the normal, sloppy appearance. This little excitement over, nothing was to be done but return to a steadfast gaze at my mute companion. Half an hour passed,—an hour,—another hour; the fish began to look loathsome. I turned it over and around; looked it in the face,—ghastly; from behind, beneath, above, sideways, at a three-quarters' view,—just as ghastly. I was in despair; at an early hour I concluded that lunch was necessary; so with infinite relief, the fish was carefully replaced in the jar, and for an hour I was free.

On my return, I learned that Professor Agassiz had been at the museum, but had gone, and would not return for several hours. My fellow-students were too busy to be disturbed by continued conversation. Slowly I drew forth that hideous fish, and, with a feeling of desperation, again looked at it. I might not use a magnifying glass; instruments of all kinds were interdicted. My two hands, my two

eyes and the fish; it seemed a most limited field. I pushed my finger down its throat to feel how sharp the teeth were. I began to count the scales in the different rows, until I was convinced that that was nonsense. At last a happy thought struck me—I would draw the fish; and now, with surprise, I began to discover new features in the creature. Just then the professor returned.

"That is right," said he; "a pencil is one of the best of eyes. I am glad to notice, too, that you keep your specimens wet and your bottle corked."

With these encouraging words, he added,

"Well, what is it like?"

He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me: the fringed gill-arches and movable operculum; the pores of the head, fleshy lips, and lidless eyes; the lateral line, the spinous fins, and forked tail; the compressed and arched body. When I had finished, he waited, as if expecting more, and then, with an air of disappointment,

"You have not looked very carefully; why," he continued, more earnestly, "you haven't even seen one of the most conspicuous features of the animal, which is as plainly before your eyes as the fish itself; look again, look again!" and he left me to my misery.

I was piqued; I was mortified. Still more of that wretched fish! But now I set myself to my task with a will, and discovered one new thing after another, until I saw how just the professor's criticism had been. The afternoon passed quickly, and when, towards its close, the professor inquired,

"Do you see it yet?"

"No," I replied; "I am certain I do not, but I see how little I saw before."

"That is next best," said he, earnestly, "but I won't hear now; put away your fish and go home; perhaps you will be ready with a better answer in the morning; I will examine you before you look at the fish."

This was disconcerting; not only must I think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be; but also, without reviewing my new discoveries, I must give an exact account of them the next day. I had a bad memory; so I walked home by Charles River in a distracted state, with my two perplexities.

The cordial greeting of the professor, the next morning, was reassuring; here was a man who seemed to be quite as anxious as I, that I should see for myself what he saw.

"Do you perhaps, mean," I asked, "that the fish has symmetrical sides with paired organs?"

His thoroughly pleased "Of course, of course!" repaid the wakeful hours of the previous night. After he had discoursed most happily and enthusiastically—as he always did—upon the importance of this point, I ventured to ask what I should do next.

"Oh, look at your fish!" he said, and left me again to my own devices. In a little more than an hour he returned and heard my new catalogue.

"That is good, that is good!" he repeated; "but that is not all; go on;" and so for three long days he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. "Look, look, look," was his repeated injunction.

This was the best entomological lesson I ever had—a lesson whose influence has extended to the details of every subsequent study; a legacy the professor has left to me, as he has left it to many others, of inestimable value, which we could not buy, with which we cannot part.—*By a Former Pupil, in Every Saturday.*

THE LITERAL BOY IN THE BLUE-COAT SCHOOL.

AMONG the scholars, when Lamb and Coleridge attended, was a poor clergyman's son, by the name of Simon Jennings. On account of his dismal and gloomy nature, his playmates had nicknamed him Pontius Pilate. One morning he went up to the master, Dr. Boyer, and said, in his usual whimpering manner, "Please, Dr. Boyer, the boys call me Pontius Pilate." If there was one thing which old Boyer hated more than a false quantity of Greek and Latin, it was the practice of nicknaming. Rushing down among the scholars from his pedestal of state, with cane in hand, he cried with his usual voice of thunder: "Listen, boys! the next time I hear any of you say 'Pontius Pilate' I'll cane you so long as the cane will last. You are to say 'Simon Jennings'

and not 'Pontius Pilate.' Remember that, if you value your hides." Having said this, Jupiter Tonans remounted Olympus, the clouds still hanging on his brow. Next day, when the same class were reciting the catechism, a boy of remarkably dull and literal turn of mind had to repeat the creed. He had got as far as "suffered under," and was about popping out the next word, when Boyer's prohibition unluckily flashed upon his obtuse mind. After a moment's hesitation, he blurted out, "Suffered under Simon Jennings, was cruci"—the rest of the word was never uttered, for Boyer had already sprung like a tiger upon him, and the cane was descending upon his unfortunate shoulders like a Norwegian hailstorm or an Alpine avalanche. When the irate doctor had discharged his cane-storm upon him, he cried: "What do you mean, you booby, by such blasphemy?" "I only did as you told me." "Did as I told you?" roared old Boyer, now wound up to something above the boiling point. "What do you mean?" As he said this he again instinctively grasped his cane more furiously. "Yes, Doctor, you said we were always to call 'Pontius Pilate' 'Simon Jennings.' Didn't he Sam?" appealed the unfortunate culprit to Coleridge, who was next to him. Sam said naught, but old Boyer, who saw what a dunce he had to deal with, cried, "Boy, you are a fool; where are your brains?" Poor Dr. Boyer for a second time was floored; for the scholar said with an earnestness which proved its truth, but to the intense horror of the learned potentate, "In my stomach, sir." The Doctor always respected that boy's stupidity ever after, as though half afraid that a stray blow might be unpleasant.

Put a man into a factory, as ignorant how to prepare fabrics as some teachers are to watch the growth of juvenile minds, and what havoc would be made of the raw material.—*Horace Mann.*

The end of learning is to know God, and out of that knowledge to love Him, and to imitate Him, as we may the nearest, by possessing our souls of true virtue.—*Milton.*

The perfection of conversation is not to play a regular sonata, but, like the Æolian harp, to wait the inspiration of the passing breeze.—*Burke.*

As turning the logs will make a dull fire burn, so changes of studies a dull brain.—*Longfellow.*

EXAMINATIONS IN GRAMMAR.

I HAVE found, in trying to examine a class in grammar, that nothing reliable could be reached, except by a great loss of time. To examine each of fifty boys, orally, is a slow process; to give them a written examination in the common way brings with it so much work that no teacher can afford to do it. I have, therefore, devised the following method, which, though not touching every point, will, I think, be found a help to my fellow-teachers, both in recitation and examination. The plan, as will be seen, is to give a *definite* and *relative* value to *each part* of the parsing of a word, making the relative value of each part proportionate to its difficulty. I will now apply this to the following sentence, in which we will parse the italic words: "*Pay* the debts *which* thou *owest; for he* who *gave thee* credit *relied* upon thy honor, and *to withhold* from him his *due is* both mean and *unjust.*"

1 1 1 1 1 . 5 10
Pay, r t v—im m—pr t—s p—s n—sub. is (*thou*)

1 1 1 1 1 5 10
which, r p—ant. *debts*—t p—p n—n g—ob. of *owest*

1 1 1 1 1 3 8
owest, r t v—id m—pr t—s p—s n—sub. is *thou*

2 2 4
for, c—con. the clauses

1 1 1 1 4 8
he, p p—t p—s n—m g—sub. of *relied*

4 1 1 1 1 2 10
gave, i t v—id m—i t—t p—s n—sub. is *who*

1 2 1 1 5 10
thee, p p—s p—s n—e g—ob. of (*to*)

2 1 1 1 1 4 10
relied, r i v—id m—i t—t p—s n—sub. is *he*

2 1 1 6 10
to withhold, i t v—if m—pr t—sub. of *is*

1 1 1 1 1 5 10
is, i n v—id m—pr t—t p—s n—sub. is *to withhold*

2 2 6 10
unjust, c adj—p d—rel. to *to withhold*

100

Any teacher of tact can see how quickly and correctly the above

could be examined by the class (twice over to check fraud) and a definite result obtained. Of course the teacher should have his work written out, and each step marked at its relative value.

In correcting false syntax—a better test of the practical grammar of a pupil than even his parsing—I would give him one or more paragraphs containing errors of different kinds, but nothing ambiguous. This should be written by the pupil in its incorrect form as in the example below. It should then be corrected by the pupil, first, by writing the right word *over* a wrong word; second, by inserting over the point, where it was needed, any word that has been omitted; and third, by writing the letter *o* (omit) over a word to be left out. The papers could be passed and marked as in the parsing. Give the pupil credit for the errors he finds, minus the errors he makes. Give him also credit for any good suggestion not marked in your own list of errors. The pupils can mark all common errors, and give the owners of the papers their due, but these peculiar cases must receive the teacher's inspection. They will be few in number, and will take little time. Of course the pupils should not know how many errors are contained in the test work given, till they have gone through with it. Below I give a few paragraphs containing at least forty plain errors. Some of my whilom friends may find a use for them.

FALSE SYNTAX.

John and me is going as far as him, but we will not get there in time to cut down the tallest of the two trees. Henry will take that and leave us the shortest. Not one of us three boys are very good axmen, but each of us are ready to try their skill on those kind of trees which always grow very tall. Us two can carry a ten-foot pole, which we will need if Henry measures the tree after it is cut down. Neither John nor I has any idea but what Henry will be there unless it rains to-morrow.

Water as well as light and heat are essential to the growth of these kind of plants. Every day and every hour bring the sun higher, and after the heavy rain which has fallen yesterday every flower and every blade of grass shoot up in all their beauty.

The Atlantic and Pacific Oceans are referred to in Webster and Worcester's dictionaries. I bought my dictionary at Smith's and

Brown's. It is them whose shop is on the corner of Twelfth and Fourth streets, for odd as it may seem, the first crosses the last.

Who will I call to do this work? Shall it be John or him whom I know is a worthy and reliable man?

"But," said I, after looking over Smike's paper and getting an idea of his plan, "this may do very well for *parsing* and *false syntax*, but how about *analysis*. I don't see that you have done anything for that, the very right hand of grammar."

The right hand of grammar! The right hand of humbug. Go back ten years or less and see the part analysis played in our schools. See the time, strength and patience spent on analysis, and all for what? To find out the difference between tweedledum and tweedledee, while yet the very high priests themselves had not settled the point. And when both teacher and pupil had found a basis of agreement, who ever on that account spoke or wrote better English. Teaching analysis is one of the things I regret in my life as a teacher. Analysis in our schools is dying out, and I don't sleep so much that I need to keep myself awake with the thought that I have said anything in these papers to revive the doings of the dark ages of our glorious school system.

Smike is, as you see, down on analysis. I find also that Smike objects to another feature in our mode of teaching grammar. He says that all of those distinctions which do not help us to the use of good English may just as well be dropped. For instance, he says in writing it is best to know a proper from a common noun, but he says he should write and speak all the same those very common words of the language which grammarians name Demonstrative, Distributive, Indefinite, and Numeral Adjectives, even though he never heard of all these long names. I don't know what you may think of it, Mr. Editor. It strikes me that Smike is trifling with sacred things. But as I can't give up the right of free speech I must allow Smike to have it out in his own way.—*New York School Journal.*

There are more men ennobled by study than by nature.—*Cicero.*

Books like friends should be few and well chosen.—*Joineriana.*

TALKING TEACHERS.

BY means of the gift of talking, ideas are communicated. Therefore it is a great blessing to be able to talk. Man is a talking animal; and so, it is commonly reported, is a woman. But now and then we find a teacher who is also a talking animal, whether man or woman. Indeed, you might suppose it their particular profession, or at least province, to talk. Visit their school, and you will be entertained, not so much of what the pupils tell you of their progress—the very thing you want to know—but your ears are filled with the rattle of words from the teacher, which strike the organ of hearing about as agreeably as hailstones in a storm.

You did not enter the school to find out how much the teacher knew; you had supposed the Board of Examination had previously passed on that matter. Yet the teacher seems anxious to improve the time by an incessant use of the tongue, lest you should get the false impression that he or she were a dolt!

But the fact is, you have quietly made up your mind on the spot, that the more words were multiplied, the less was that teacher qualified for the position. It has been said that, "Speech is silver, but silence is golden." The maxim is very, very often true in the schoolroom.

Here it comes again—the proof of what we have said. A sensible pupil of a district school said to the writer within the last five minutes: "The teacher is all the time telling the scholars what they ought to do, but they don't do it."

There it is in a nut-shell! This is just what much of the talk of teachers comes to. When will they learn the point of the above remark? If teachers could only take a practical lesson now and then, like that, from some one of those they are teaching, how much better would it be for our schools!

The fact is, fulsome advice, counsels, moral lectures, in the schoolroom, are out of place, unless something quite unusual occurs to make them in place.

"Actions speak louder than words." A teacher has no right to take the time of a school by his incessant prattle, which, if continued

too long, is noticed no more than the small talk of a child! Rather than spend the time moralizing, or even lecturing on objects or natural science, a teacher had better set the standard of recitation higher in his classes; get something from his pupils, rather than continually pouring in a process, verily, "like pouring water on the ground, which cannot be gathered up." These remarks apply also to teach- of Bible classes, as well.—*American Journal of Education.*

PREPARATION NECESSARY. It is the teacher's duty to make the best preparation possible on the subject of the lesson. One who would teach others must previously instruct himself. He who would be fruitful in his class, must be diligent in closet-study. A young man in one of our theological seminaries went to his professor, and said, "I have been trying very hard to write a sermon, and I find it the most difficult thing in the world to do." The professor said to him, "My dear young friend, were you ever at a mill?" "Yes, sir," replied the young man. "Do you know what the hopper and the bin are for?" "I do; but what has that to do with the preparation of a sermon?" "I will tell you. Suppose the miller should call his hands, set the stones agoing, hang his bags on the hooks at the bin, and then stand wondering why he does not get any meal! Some one says to him, 'Why, you have forgotten to put any corn in the hopper.' My dear young man, you cannot get meal at the bin until you put corn in the hopper." So, teacher, you cannot be otherwise than barren before your class unless by previous study and reflection you have stored your own mind with suitable knowledge. It is a mistake to suppose that you can substitute a gift of gab for a thoroughly furnished mind.

A CORRESPONDENT favors *Galignani* with the following additional list of the curiosities of the English language: "Fowlers speak of a sege of herons and bitterns; a herd of swans, cranes or curlews; a depping of sheldrakes; a spring of teals; a covert of coots; a gaggle of geese; a badelynge of ducks; a sord or sute of mallards; a muster of peacocks; a nye of pheasants; a bevy of quails; a congregation of plovers; a walk of snipes; a fall of woodcocks; a brood of hens; a building of rooks; a murmuration of starlings; an exaltation of larks; a flight of swallows; a host of sparrows; a watch of nightingales, and a charm of goldfinches."

Editorial Notes.

Show your friends the JOURNAL and get them to subscribe for it. Terms, $1.50 per year.

The class most in need of school training seldom attend school at all, to-wit, those whose parents, through ignorance, poverty or crime, give them little or no home education.

Teachers and school officers should keep their local papers well posted on what the schools are doing, and should communicate fully and freely also with members of the Legislature. Keep them posted on what ought to be done to make the schools more efficient—the estimates to sustain them more liberal—show them, in fact, that the money paid to sustain the public schools is a good investment.

We offer the following questions on the subject of Astronomical Geography. They were given out at a Teachers' Institute in Rhode Island about a year ago; and out of 104 answers only 47 were correct. What do Maine teachers say to them?

2. On the 23d day of February, at noon, which way will a person's shadow fall,—he standing upon the Tropic of Capricorn?

3. At the same time which way will his shadow fall,—he standing upon the Equator?

4. On the 21st of June, which way,—he standing at the North Pole?

5. On the 20th of June, is the day longer or shorter at Montreal than at New York City?

6. A boy stands at the North pole and throws a stone at an object. Which way will it probably go?

7. On the 21st of March, is the *night* longer or shorter at St. Petersburg than at Rio Janeiro?

9. On the 21st of June, is the day longer or shorter at Boston than at Baltimore?

10. On the 15th of October, is the day longer or shorter at Montreal than at New York?

Miss Sterling in "The National Teacher" makes some good points in favor of primary teachers. We quote some of them and we trust their perusal will

give courage to our primary teachers to increase their knowledge, and thus increase their efficiency. We have always believed that the best teachers would be of more advantage in the lowest schools; that the best teachers should meet the pupil at the threshold as he enters the portal, to obtain the necessary book knowledge to assist him in his struggle through life.

"With a well-disciplined mind, a higher culture, a knowledge of other branches, will she not teach more wisely and more faithfully, and govern more judiciously? She knows to what her instruction is tending, and she will lure her pupils to more excellent attainments by her own interest and love for their pursuits.

"A primary teacher, who is possessed of this wider culture, will also work with more method. Her illustrations will be more exact and pointed, and her thoughts have a finer flow. Upon her also devolves the duty of forming correct habits in study and manners. Two-thirds of the poor reading, abominable elocution, and still more abominable pulpit eloquence, that fills our land, is due to the miserable methods of teaching reading in our primary schools."

The whole article is filled with good, sound common-sense, and it would be a good thing if every primary teacher would practice upon the thoughts above selected and assist in raising the standard of education of the youngest, and thereby increase the efficiency of the older scholars.

"Mental Arithmetic" is receiving attention from the educational public. In some places the cry is strongly in favor of the entire removal of this branch of arithmetic from the schools; in other places a book upon the subject of arithmetic comprising both oral and written arithmetic is desired; and yet the third party maintain and claim in their zeal that of the two, mental arithmetic is most desirable.

A writer in one of our exchanges calls mental arithmetic the "fifth wheel of the wagon," and opposes the use of that branch of arithmetic upon the ground that it does not develop the reasoning faculties more than grammar for instance; that they use one formula and thus become parrots; that it takes too much of the precious time of childhood; that they do not use it thereafter.

Often the pursuit of any object is carried to excess. A teacher who finds a new thing pushes it so fast and far that it soon loses its strength and vigor. So with mental arithmetic. It has been pushed too far. We used Colburn's Arithmetic for our mental arithmetic, and we continued the use of it long after we had begun written arithmetic.

Both mental and written arithmetic should be taught at the same time, out of different books if needs be, but better from the same book. Scholars can "cipher" and should learn arithmetic in that way. They should solve an example without aid if possible and familiarize the process so that they can

give a formula in their own language for working the example. Do they not thus use the mental as well as the written arithmetic?

We do not believe in the way that many teachers use in teaching the arithmetic, and still less do we believe in some of their requirements. Unless a scholar shall perform an example in accordance with the explanation and then give the rule as it is in the book, it is all wrong. So is this method of teaching "all wrong." Scholars should be taught dependence upon themselves. That there is a *way*, not a *rule*, for working an example, and all they need to know is the way and they can make a rule for all similar examples.

If Mr. Philbrick will say the following of the schools in Massachusetts, *what* can we in Maine say:

"Are all our schools supplied with competent teachers? No; and not even one-half nor one-quarter are so supplied. There are engaged in the public schools of the State about 8000 teachers, and of this number 1000 have received a normal or professional training. The other 7000 have received no special instruction for the great work in which they are employed. I would not, said the speaker, assert that these 7000 are consequently unfit for the performance of their duty, but it must be acknowledged, and experience attests, that a large majority are lamentably deficient. Too many teachers enter into the profession, young and inexperienced, with a very superficial elementary education and no training whatever; others again take up teaching as a temporary occupation which they do not like, but which serves to bridge over that gap between their departure from school and their entrance into a more responsible and a higher sphere of duty. They are not professional teachers, they do not attend educational conventions, they do not read educational pamphlets, and simply go through the daily round of work without interest and without ability."

Read this paragraph again and see if you are not included in one of the classes which he mentions. Are you, although you may have been imperfectly educated for your work, endeavoring to improve by every means in your power? "A thing which is worth doing at all is worth doing well." Are you disheartened because you are not getting the pay you think you deserve? Are you *sure* you deserve it? If you are, emigrate, shake off the ashes of your garment upon the people who do not appreciate you and obtain more salary and better schools. First, however, very carefully determine your position, in your own mind and in that of the community.

Mr. Philbrick draws this conclusion from the state of things which he mentions:

"Now, what conclusion are we to draw from this state of things? Will the most extreme optimist imagine that children brought up under such in-

fluences can receive that thorough, systematic education which the State demands and expects? The system needs a complete change, and only by that change can the educational interests of the Commonwealth be elevated to the required standard of excellence. In the face of so much educational interest as at present exists, the only thing necessary for the procuring of a remedy is to prove that there is an evil or a deficiency. Shall we be obliged to wait 100 years to see all our public schools under the supervision of teachers who have been taught the art of imparting education?"

In looking for a remedy for this state of things Mr. Philbrick hints at a way which we do not believe, and which has had some things said for and against it in the JOURNAL:

"It is suggested that this matter of training be entrusted to the academies and High Schools, thus converting them into quasi Normal Schools, but this scheme has been tried in New York and proved a *signal failure*. If Massachusetts ever attempts it she will commit an egregious blunder."

The following plan is the one which receives his approval and which could be tried in Maine. We give it in full:

"We must provide for a short, vigorous professional and pedagogical training for all teachers. This can be done at a moderate expense, and one which the State can afford. Putting the time of service of each graduate at three and one-half years, which will be a fair estimate, it would be necessary to train 2000 teachers each year. Five schools could be established, which, on the basis of a six months' term, would graduate 400 each year, and, as each school could be maintained at a cost of $10,000, the whole expense would thus not exceed $50,000, which is comparatively small when we consider that the State has appropriated the same amount for the erection of an insane asylum." Mr. Philbrick suggested that one school be tried on this plan as an experiment, and he doubted not that its success would be an incentive to the establishment of a number sufficiently large to meet the present needs of the State. He expected that objections would be raised as they have been to every good movement started. The principal objection would be against the length of the term, a majority of people believing in a two years' course, but that could be disposed of in a few words—"a half-loaf is better than no bread." The opposition, he said, was really founded on the principle that it is useless to improve teachers unless you can raise them to a certain arbitrary standard. He also urged the necessity of a systematic training in colleges so that professors could be properly prepared for their work. This was the only way to utilize the annual appropriation for educational purposes. He thought that the present system was calculated to waste a large portion of the State funds, and he hoped that the desired improvements would be quickly made.

Professor Curtis has gone to Athens, and it is expected, will undertake excavations at Olympia.

We give our readers this month as a frontispiece a view of Colby University located at Waterville, and for the information of those unacquainted with the College the following facts are mentioned:

Waterville is one of the most healthful as well as beautiful villages of Maine.

The expense of a Collegiate Course is here reduced to an inconsiderable sum per annum. The terms are so arranged that students who desire can teach school during the winter.

Special interest is felt by the Faculty in the religious condition of those under their care. Thorough discipline of the intellect is rigidly insisted upon in order to the culture of the spiritual part of our nature. That education is regarded as fatally defective which has not this for its ultimate aim. It is not forgotten that the College was founded as a Christian institution.

THE BUILDINGS.

Chaplin Hall, so named in memory of the venerated first President, Rev. JEREMIAH CHAPLIN, D. D., has recently been so thoroughly renovated as to be substantially a new building. It furnishes the dormitories for the students, and is heated throughout with steam.

Champlin Hall, so named in recognition of the distinguished services of the late President Rev. J. T. CHAMPLIN, D. D., LL. D., supplies the large, well-ventilated, and cheerful recitation-rooms.

Coburn Hall, so named as an acknowledgment of the benefactions of one of the most liberal friends of the college, Hon. ABNER COBURN, is entirely devoted to the use of the Department of Chemistry and Natural History. The building is of rough quarry-stone, with granite trimmings, the walls being 56 by 48 feet, and 41 feet high. On the first floor are the Lecture room, Laboratories, and Apparatus rooms. On the second floor are work-rooms for students in Natural History, and a Hall supplied with elegant cases for the exhibition of specimens. A gallery, more spacious than the main floor, surrounds the Hall. The Cabinet is of unusual excellence for purposes of instruction, and is especially rich in the departments of Conchology and Ornithology.

Memorial Hall, so named in honor of the Alumni of the College who fell in the service of their country during the late civil war, is built of stone and surmounted by a tower eighty feet in height. The eastern wing of the building contains the University Library, 44 feet by 54, and 20 feet high, furnished with double alcoves and shelves for 30,000 volumes. The west wing contains, on the first floor, the College Chapel, 40 by 58 feet in dimensions. Above this is the Hall of the Alumni, in which is the Memorial Tablet, surmounted by a copy, in marble, of Thorwaldsen's Lion of Lucerne.

The Conference Committee of the New York Legislature have stricken out the appropriation of $125,000 to the academies. This, however, does not deprive them of their share in the Literary fund.

Educational Intelligence.

MAINE.

Auburn City Council has elected Mr. Addison Small, Superintendent of Schools, at a salary of $750.

Westbrook has voted to erect a building to accommodate a town house and High School, at an expense not exceeding $15,000.

The Yarmouth Academy has been converted into a Free high school, one of the best in the State. The dormitory has been leased as a tenement house.

The Trustees of Houlton Academy have voted to accept of the proposition of the Trustees of Colby University, to endow the Academy by transferring it to them.

A large number of the former pupils of the Eaton School are considering the matter of a reunion, June 18th. This school has been in operation 20 years, and is now very successful.

Mr. James R. King of Thomaston has been secured as principal of the Bradley street grammar school, Saco. Mr. King has had five years' experience as teacher in a grammar school in Thomaston.

The temperance cause must be advancing, for a lad in one of our primary schools having refused to spell cider was called to the desk to explain, when he said he had signed the pledge.—*Bangor Whig.*

One of the best teachers who ever taught in Piscataquis County is refused employment for next year, because he did not prevent the pupils from scratching, marking and whittling the school room.—*Boston Globe.*

The Castine Normal School closed its seventh year the last of May. An attendance of 282 scholars is recorded, gentlemen constituting 40 per cent of the number; this percentage of males is much higher than the average in Normal Schools for both sexes.

Wm. Freeman, jr., esq., of Cherryfield, has just presented to the Eastern Normal School a large and very valuable collection of shells, minerals and curiosities. The gift is a most generous one, which will prove exceedingly useful to the classes in Natural History.

According to the school census just taken—using that as a basis—the population of Lewiston has increased about 2000 the past year, making the present population of the city about 22,000. Adding the population of Auburn, the population of the two cities—practically one—is over 30,000.

Varney's Young People's History of Maine has become one of the text-books in the grammar school in Augusta. It has also been introduced into the Lewiston schools, while several other towns and cities have either adopted it or have signified their intention of doing so at an early day. All the leading public journals have accorded to the work and its modest author high praise. It has reached the second edition.

W. J. Corthell, esq., of Calais, having declined to accept the appointment of assistant to the superintendent of schools, N. A. Luce, esq., of Freedom, has been appointed to that position. He was County Supervisor of Waldo county, teacher in the Institutes, and latterly Principal of Freedom Academy. Mr. L. takes the place vacated by Mr. Dunning, and is to perform Institute as well as Clerk work, thereby saving to the State $500 per annum.

BATES COLLEGE COMMENCEMENT WEEK. The following is the programme for Commencement week at Bates College:

Sunday, June 14th, 2.30 p. m. Baccalaureate sermon by President Cheney, in Main street Free Baptist church. Sunday evening, sermon at 7.30 p. m. before the Theological school.

Monday, June 15th, examination of the various classes in the Theological school. Monday evening, junior prize exhibition at the church. Three prizes are offered. Wm. B. Wood, esq., of Boston, offers as a first prize $100; second prize, $50, offered by the ladies of the Lowell (Mass.) Free Baptist church; third prize of $25, offered by the ladies of the Lawrence Free Baptist church. The committee of award are Rev. A. L. Houghton of Lawrence, Mass., Rev. J. E. Dane, of Lowell, Mass., and H. P. Gage, esq., of Boston.

Tuesday, June 16th, at 8 a. m., annual meeting of the Trustees. In the afternoon exhibition by the middle and junior classes of the Theological school at the College Chapel at 2.30 p. m. Tuesday evening, commencement concert at City Hall by Germania Band of Boston, assisted by Camilla Urso, violinist; August Sauret, pianist; Mrs. H. M. Smith, soprano.

Wednesday, June 17th, commencement exercises will occur at City Hall. At the close of graduation exercises the procession will return to the College Gymnasium to partake of the annual commencement dinner. Wednesday evening, address before United Literary Societies at City Hall, by Rev. Dr. Peabody of Harvard University.

Thursday, June 18th, at 10 a. m., annual meeting of the alumni at Main Street Free Baptist church. Orator, Rev. A. L. Houghton of Lawrence, Mass. (class of '70); poet, Mr. George H. Stockbridge of Richmond (class of '72). Thursday evening, class day exercises at City Hall.

The first examination for admission to the Freshman class is June 6th, and the second, June 16th. The college class have annual examinations the preceding week, save the Seniors who have been examined and excused till commencement.

MISCELLANEOUS.

The sum of $3,919,086 has been appropriated in New York city for the support of public education.

The new State Normal School of Nebraska had during the present year 357 students. There are three departments—model, preparatory and normal—and the students in the normal school practice teaching in the model school.

The applications for admission to the Anderson School of Natural History at Penekese number nearly 150, though not more than a third of that number can possibly be admitted. The necessary buildings have been erected, but there is very little money left to carry on the institution.

Mr. John D. Philbrick, superintendent of the Boston Public schools for the past seventeen years, and Mr. Charles M. Cumston, Headmaster of the English High school, who has faithfully served Boston for upwards of a quarter of a century as a teacher, have tendered their resignations to take effect at the close of the present term.

Prof. Hiram Orcutt, Principal of Tilden's Ladies' Seminary, N. H., has in preparation to be published at an early day by Thompson, Brown, & Co., Boston, "The Parents' Manual" or "Home and Family Training," designed for a counterpart to "The Teachers' Manual" by the same author, published about two years since, and which has had an extensive sale.

The new building for the Free Academy of Rochester, New York, erected at a cost of over $125,000, is completed. It is of the French Gothic style of architecture, and has four stories and a basement. Great attention has been paid to heating and ventilation, and it is believed that the system adopted will prove a complete success. The ventilating flues are to be heated, thus securing the necessary draft. Rochester is to be congratulated on the possession of one of the finest school buildings in the country.

The passage by the New York Assembly of the compulsory education bill is a notable act of legislation. It requires that all children between the ages of eight and fifteen years shall be required to attend school or receive private instruction in the common English branches at least fourteen weeks in each year. In view of the mistaken views on politico-economic subjects, prevalent in Congress as well as among the laboring classes, the need of some system of enforced instruction is apparent. Whatever may be the objections to particular modes of carrying out this policy, there is no doubt that in some form or other it will be generally adopted as essential to the prosperity of our people and the permanence of republican institutions.

In our issue last month we made the following statement in our remarks upon the death of Prof. Crosby:

During the last months of his life he was engaged on a Greek Dictionary, still unfinished; and it is thought that the close attention he gave to this, one of his greatest works, induced the brain disease which resulted in his death after a short illness.

We have received a note from the publishers which we cheerfully publish, and which will correct the statement above made.

"The Dictionary referred to was completed and published in the Autumn of 1873, and the only remaining work which was intended to complete the revision and reconstruction of his series of Greek text-books was the preparation of notes and references for a new edition of the Anabasis, and this work had just been made ready for the printer when at last the brain wearied and the pen faltered."

The fourteenth annual meeting of the National Educational Association will be held in Detroit, Michigan, on Tuesday, Wednesday and Thursday, the 4th, 5th and 6th days of August next. A cordial invitation has been extended to the Association by the Governor of the State, the Mayor of the city, the State and City Superintendents of Public Instruction. and the Board of Education of the city. The use of assembly-rooms for the sessions of the Association has been tendered by the city authorities.

In the General Session there will be: A Report of the Committee on Upper Schools—the subject of Dr. McCosh's paper last year. Rev. GEORGE P. HAYS, President Washington and Jefferson College, Pa. A National University. President A. D. WHITE, of Cornell University. Sex and Education. It is intended that there shall be an opportunity for a full discussion of this subject by exponents of the leading views concerning it. Dr. EDW. H. CLARKE, of Boston, will present the first paper.

In the Department of Higher Education there will be: 1. The Elective System in Colleges and Universities. Prof. A. P. PEABODY, Harvard College. 2. Coeducation of the Sexes in Universities. Prof. J. K. HOSMER, State University of Missouri. 3. University Endowments. Hon. J. B. BOWMAN, Regent of the University of Kentucky. 4. Classical Studies in Higher Institutions of Education. Prof. JAMES D. BUTLER, Madison, Wisconsin. 5. Plan of the University of Virginia. C. S. VENABLE, Chairman of the Faculty of the University of Virginia.

In the Department of Normal Schools there will be: 1. Report on the Actual Courses of Study of the Normal Schools in the United States, together with statistics relating to such schools. JOHN OGDEN, of the Ohio Central Normal School, Worthington. 2. What are the essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional? LARKIN DUNTON, of the Normal School, Boston, Mass. 3. Method and Manner. LOUIS SOLDAN, of the Normal School, St. Louis, Mo. 4. Training Schools in connection with Normal Schools. Report by the chairman of the committee, J. C. GREENOUGH, Principal of the R. I. State Normal School.

In the Department of Superintendence there will be a Report of the Committee on Uniform plan and form for publishing the principal Statistical Tables on Education. T. W. HARVEY, State Commissioner of Common Schools, Ohio, chairman of committee.

In the Department of Elementary Schools there will be Several Problems

in Graded School Management. Hon. E. E. WHITE, Ohio. Language Lessons in Primary Schools. Miss KEELER, Cleveland, Ohio.

Dr. ARMSTRONG, Principal of the State Normal School, Fredonia, N. Y., is expected to present the subject of Science in Elementary Schools.

Complete announcements concerning programme, facilities for travel, hotel accommodations, etc., will be made as soon as possible.

A. P. MARBLE, *Secretary.* S. H. WHITE, *President.*

Book Table.

NEW PUBLICATIONS.

PERSONAL REMINISCENCES. By Chorley, Planché, and Young. Edited by R. H. Stoddard. New York: Scribner, Armstrong & Co. Portland: Hoyt & Fogg. 12 mo.; sent postpaid for $1.50.

Under the general title of "Bric-a-Brac Series" the publishers have in preparation a unique series of books in which there shall be collected from the numerous biographies, autobiographies, and memoirs that have lately appeared, all the reminiscences worth preservation of the men and women who have done so much to make this century one of the most brilliant in the annals of English Literature. Each volume will be complete in itself, and will contain a careful index which will furnish a ready guide to the contents of the different volumes, in which, under the careful and capable editorship of Mr. Stoddard, it may be asserted there will be brought together a fund of choice and fresh anecdotes and gossip, enough not only to justify the general title of the Series, but the line of Marlowe which has been selected as its motto, "Infinite riches in a little room." This, the first volume is now before us, and undoubtedly our readers will immediately say "who are Chorley, Planché, and Young?" The fact that the reader may be ignorant of these persons goes to prove that a more intimate acquaintance should be had with them, and how can it be better obtained than by this very book? HENRY CHORLEY was many years the musical editor of the "*London Athenæum*," and who could better tell us of N. P. Willis, Miss Landon, Sydney Smith, Paul de Kock, Southey, Miss Sedgwick, Mrs. Browning, and a host of others with whom he was brought into contact?

J. R. PLANCHE was the veteran dramatist, and his part of the book is filled with anecdotes of Thomas Hood, James Wallack, "The Garrick," Charles Kemble, Sheridan Knowles, and others.

CHARLES M. YOUNG was the tragedian, and relates his personal recollections of Edmund Kean, Mrs. Siddons, Paganini, Charles Mathews, and hosts of others. To know the true character, merit and ability of men also requires the knowledge of their mode and manner of life, those little things which go

so far to please and amuse. The anecdotes of men and their wit and wisdom live longer in the memory than their acts or deeds. Acquaintance with such men, then, is obtained more from such books as this, than from all their biographies or from any encyclopædia. By placing a book like this upon the shelf you are placing there a book which will unfold the knowledge of the world and the way many persons have gotten on through it.

This single extract is made at random and has some point to it for the teacher's use: "After dinner we were talking of divers incongruities in language, genders, and grammar, as a science. I had the effrontery to say that it had always struck me that grammars might be very much simplified in their construction; and that there was one error common to the grammars, which I should like to see corrected—namely, the giving the rule before the definition; that this was putting the cart before the horse; and I fancied that, if a number of instances were given first, from which the scholar saw that 'an adjective agreed with its subjective in gender, number, and case,' he would deduce the rule almost for himself; whereas, according to the present system, the pupil must accept the rule as arbitrarily defined, without understanding it until the definitions made it clear."

GUIZOT'S POPULAR HISTORY OF FRANCE. By M. Guizot. Portland: Francis H. Coffin, Agent for Maine. Parts XI and XII. Price 50 cents each.

As these parts come down to the history of the middle ages, it becomes more and more interesting. It appears to be the most exhaustive as well as the most attractive history of any country that has as yet been published. This history is filling up a want that has long existed in our literature. It does not enter into any rivalry with any good and trustworthy book now in existence, and it contains every element that will engage the attention of the young, and yet does not appear simple nor fail to interest the learner of history as a science. Every library throughout the State should possess this work, since they will then have a complete history of France by one of the best known writers of the age. By means of this work the interest of the young will be enkindled and they will be led away from the light, flashy reading of the day, and will store their mind with the full and ripe fruit which can used be for their mental growth and strength. Their curiosity will also be excited and they will be induced to read other books brought to their notice, and will thus become acquainted with a country the richest in historical subjects, and hitherto but little understood.

MY VISIT TO THE SUN. By Lawrence S. Benson. New York: James S. Burnton.

The author of this book is well known as the author of Benson's Geometry, and he presents to us this the first volume of critical essays on Physics, Metaphysics, and Ethics. This volume is devoted to the subject of Physics or Natural Philosophy, and contains much information that must be otherwise sought in numerous volumes on those subjects. The views of the author are presented in the form of an allegory. He conceives himself on the sun where he surveys the universe and pictures to himself the aspects, rela-

tions and conditions of things totally different from what they appear upon the earth; and from this standpoint he criticises the theories of Gravitation, Electricity, Galvanism, &c. It is readable, and is well worth the attention of the teacher. No doubt many will cavil at some of the doctrines enunciated, but the truth must be obtained if possible, and different minds arrive at different results from the same premises. Many ideas foreign to our belief as yet, are stated, but none the less do we like to see and read them, and the more light we receive, the more tempted we may be to leave our belief and coincide with that of the author. At any rate no teacher should be satisfied with the text-book he may use, but must by just such special books as this compose his ideas and fit his armor so tightly that no arrow may wound between the joints.

MANUAL OF ANCIENT HISTORY. By M. E. Thalheimer. Cincinnati: Wilson, Hinkle & Co.

These enterprising publishers of the West deserve the thanks of the teachers of the East for placing in their hands such an exhaustive and at the same time so complete a history.

This book contains all that one needs to know and all that one ought to know in order to read any ancient history with advantage. No book that we have seen, is so suitable for our High Schools. It has hitherto been necessary to use separate histories for the Eastern Countries, Greece and Rome, but ample space is here given to each and all. The arrangement of the book is just what we like. First we have given the geography of the country, then the general statements in regard to it, followed by a recapitulation and questions. If the history of the country can be divided into periods it is so done and each period treated as above, and finally it has a capital index. Teachers, procure it for your school library if you can do no more.

FIRST STEPS IN GENERAL HISTORY. By Arthur Gilman. New York: Hurd & Houghton. 16mo. cloth. Sent post-paid for $1.25.

Outlines of History are generally bare facts, with names and dates of events and bring terror and trouble to the pupil and teacher, and should not be tolerated. The author in presenting this book to the public has, however, obtained what he strove for by presenting a *suggestive* outline and has so presented his book to the reader that just enough curiosity is excited to urge upon him the need of further investigation. Each country is taken up by itself and its history sketched before attention is turned from it, and the maps free from details exhibit the geographic relations of the countries.

The purpose of the book is also to cause themes to be written upon the chief actors at given times, as for instance, the Gracchi, Peter the Hermit, the Wars of the Roses, etc., and for the purpose of carrying out this idea an excellent selection of books is placed at the end of the volume from which the student may select in order to pursue his chosen subject.

A BRIEF COURSE IN GEOGRAPHY. Philadelphia: Cowperthwait & Co.

This is the age of "brief courses." They have been hurled at us from all sides, and especially have the text books been reduced to the shortest

time for the longest school, as well as the shortest school. Now, we are a believer to some extent in "shorter courses" and especially in the matters of Geography and Arithmetic. We never could understand why scholars must in our country schools begin Arithmetic and Geography as soon as they could read, and continue these studies until they were "too big" and thus crowd out all that might be made so interesting to their young minds.

This book gives less detail in all its departments, and yet contains enough for the use of any pupil, no matter how wide his research or future study. We have not had time to test the accuracy of the statements made nor the truthfulness of the maps, but from a hasty glance we have not detected any errors, and have been pleased with the mechanical execution of the book. It will by its own merits drive out all the more burdensome geographies; consisting of Primary, Grammar School, and Higher Geographies, and it ought to.

A MANUAL OF FRENCH POETRY. By A. H. Mixer. New York: Ivison, Blakeman, Taylor & Co.

This is the first book that we have seen which is composed entirely of poetry. The selections are made in chronological order, and cover the whole range of French Poetry to the present time. At the beginning of each selection are biographical notices of each author, which are of sufficient fullness to give a fair knowledge of him and his characteristic style. The book is handsomely printed and bound.

THE FRENCH VERBS. By A. Henneguin. New York: Ivison, Blakeman, Taylor & Co.

This volume contains about one hundred and twenty-five irregular verbs and rules for the present and past participles. The intention of the author in thus presenting these verbs is to compel the student to obtain a mastery of them by means of their terminations, instead of the mere memorizing of the conjugations, and it appears well-adapted to this purpose.

Theodore Tilton's novel, "Tempest Tossed," will be ready within a fortnight. It will make a handsome large 12mo. of about 500 pages. The plot is very peculiar. A family is wrecked on a ship which strands beyond the reach of the land. Here a child is born, a girl, who grows up on the ship, which is fully stocked with provisions and means of culture, to be entirely unconventional. Much of the action takes place on the ship, and it is only toward the last that the girl is brought into contact with the world.

The Rev. J. S. C. Abbott's forthcoming biography of Davy Crockett promises to be one of the best of the "American Pioneers and Patriots' Series." The southern pioneer was a backwood genius; it was he from whom came the celebrated motto: "Be sure you're right, then go ahead."

ST. NICHOLAS appears to be a perfect ogre among magazines. Its latest achievement was to swallow up The Children's Hour, edited and published by T. S. Arthur of Philadelphia.

VICK'S FLORAL GUIDE is now published quarterly, and there is no Journal in the land which throws out so much valuable detail for lawn, floral and garden culture, and which inspires so much enthusiasm in these delightful occupations as Vick's. We advise every one who has a foot of soil to subscribe—25 cents a year. Send to James Vick, Rochester, N. Y.

The ATLANTIC for June is very promptly at hand. The character of this magazine is rather improved than otherwise by the change in publishers. Almost every article in this number will compel your perusal to the end if you once begin it. H. O. Houghton & Co., Boston. $4.

THE SCHOOL FESTIVAL. No. 15 of this beautiful little Quarterly Magazine, devoted to new and sparkling original matter for Day and Sunday School and Temperance Exhibitions, is received. No teacher or pupil should be without it. It costs only 75 cents a year; sample copies, 20 cents each. Write for it to HUTCHINS & HORTON, East Boston, Mass., and you will not regret it.

The May number of WOOD'S HOUSEHOLD MAGAZINE, now upon our table, well sustains its reputation as a first-class, live publication. While its contents are not deep or scientific, its pages are free from trashy sensational stories, and are full of bright sunny reading that goes home to the heart. The magazine contains its usual number of illustrations, and its general appearance compares favorably with the higher priced magazines.

OLIVER OPTIC'S MAGAZINE FOR MAY. With this number is closed the fifteenth volume of this highly successful home monthly. For the next volume we are promised a new story by Oliver Optic, a new serial by Elijah Kellogg, a new story of girlhood by Miss Virginia F. Townsend, and other attractions. $3.00. Lee & Shepard, publishers, Boston.

THE WILSON SHUTTLE SEWING MACHINE, manufactured in Cleveland, Ohio, but sold almost everywhere, we consider one of the very best machines for the family that is made. A young lady friend says "it is a perfect treasure." No family can now afford to do without a sewing machine, and while there are a great number of cheaper machines, we should say emphatically that a Wilson machine is in the end cheaper than any of them. You can do almost anything in the department of sewing with it—and it will not be all the time getting out of order, and *bothering* the worker. It will go off like a lark every time, raising your spirits at every revolution.

Sickness is an affliction that waits on us all. None are exempt, and there are none but need relief from its attacks. Whoever can furnish this becomes our benefactor. A conviction prevails that Dr. Ayer does it. Disorders of the blood have been healed by his Sarsaparilla, and affections of the lungs by his Cherry Pectoral, too frequently and too distinctly to be disputed. His Ague Cure is said, by those who use it, to never fail. Reader, if you must have medical aid, take the best of medicine. Poor remedies are dear as good are cheap, at any price you have to pay for them—*Charleston Courier.*

THE MAINE

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OUR SCHOOLS.

WE Americans are in the habit of saying, "Our system of free schools is the backbone of the nation," the "foundation of our Republican form of government, and institutions;" and we freely recommend it as a panacea for all the troubles of our turbulent neighbors in the provinces adjoining our "happy land," and to those nations whose colonies are in a constant state of insurrection, or whose peace and prosperity are frequently disturbed by uprisings of the working populace. That a thoroughly educated people is necessary for the stability of any nation, and that this education can only be disseminated through *free* schools, is a well proven fact.

A writer in the AMERICAN JOURNAL, whose article was copied by the MAINE JOURNAL OF EDUCATION, in speaking of "Country Schools," says: "These are our most important schools. . . . . Probably nine-tenths of all these [our most prominent men and women] began their careers in the country school. . . . . In view of these facts, how inestimably important becomes the education of our country schools." Then in looking at our country (district) schools, we are peeping into the national nursery, from which is to come our future legislators, our statesmen,—our men and women. Every life is influenced by impressions received in infancy and childhood. And

as it is with an individual life so is it with the life of a nation. If our national nursery is not conducted upon the truest and best principles, then our future government will not be conducted upon such principles.

The Supervisor of Paris, for the year 1873, after plainly stating the deficiencies which he had observed in the schools of his town, says: "I know that the citizens of this town think that their schools are prosperously and profitably taught; but it is a grave mistake, citizens, your schools, as a general thing, are poor and mean." Probably the schools of Paris, are conducted as profitably as those of any town in our State, and yet this is the verdict of one who would paint a "brighter picture. . . . . But its dimensions would be so minute that you would require a microscope to see it." The School Committee of the town of Greenwood, in their report for 1871-'72, say: "Your Committee have found the schools of this town, as a general thing, and the things pertaining to the education of the young, in a very unsatisfactory condition." The deficiencies and errors mentioned by each of the above quoted, are the same which may be found in the reports of School Committees and Supervisors throughout the State, and which the friends of education are constantly placing before the public through the press.

Such seems to be the condition of our schools; and the question naturally arises as to the prosperity of those in other States. Undoubtedly, Massachusetts and New York have brought their schools to a much higher state of cultivation than we; and still there are many which do not stand as high as ours. This shows that we have made some progress; and that there is a remedy for many of the evils which now exist in our schools.

It may be well for us to consider the causes which prevent our schools from occupying the position they should occupy; and, also, see what can be done for their improvement. The causes of all our troubles may be grouped under two heads; first, external causes; second, internal. And all the external causes are produced by *a general lack of interest*, which is in a measure productive of the internal. Parents send their children to school, and then think they have done their duty by them. Many—the majority—of parents do not take the trouble to inquire whether their children are progressing or no, so long as they do not annoy them with complaints. If

the children do complain, the parents are apt to believe all that is told them without enquiring into the matter. Every teacher knows this to be a fact; and every disinterested person has also observed it. This alone indicates a deplorable apathy among the people upon the subject of education, from which they must be aroused.

Not being interested, our people fail to raise such sums for the support of schools as their needs require. It costs money to repair old school-houses and to build new ones; yet we can have no progress in educational matters, until our buildings are made attractive, comfortable, or, at least, decent. The State Superintendent's Report, for 1874, shows that of 4,083 school-houses in this State, only 2,397 a little over half—are in "good condition." The Committee of Greenwood, for 1871-2, says: "The school-houses are, with a few exceptions, out of repair, and many . . . have very poor seats . . . hard for the children to endure." Paris Supervisor,' 73, says: "Our school-houses, most of them, are a standing disgrace (some of them won't stand much longer!) to the town. In examining the "Abstracts from Reports of School Committees," etc., in the State Report of this year, we find that in nearly every report quoted, the need of better school-houses is urged. Any person who passes through our rural districts, may see for himself the little, dirty, tumble-down shanties which are called school-houses, and which are truly "a disgrace" to the towns. This is an evil which must be remedied. It can be remedied by the parents, if they will simply interest themselves in the matter, vote sufficient money for the object, and see that it is properly expended. In Massachusetts, the school-houses are models of neatness and comfort. Many are heated by steam, and have hot and cold water throughout; while they are *all* properly ventilated and lighted. It would do our people good to visit some of the villages in that State, where they invest from ten to twenty-five thousand dollars in a school-house,—and assert that "it pays." They would come home with new ideas,—and would be likely to see that the buildings which they thought "would do," are only fit for swine and poultry.

Parents do not visit the district schools, as they should. The Supervisor of Vassalboro, 1874, says: "Very few parents take sufficient interest in our schools to visit them." The Committee of Greenwood, for '71-2, says: "Again we would suggest the impor-

tance of visits by the parents . . . . in the districts." G. L. Jacobs, County Superintendent, Iowa, says: "As a general thing . . . . those [parents] who seldom or never visit the schools . . . . are those who have the most trouble with the 'stuck-up teacher.'" The Committee of Paris, '74, says: "It is conceded that a parent's influence is stronger than a teacher's. Parents, why not unite your influence with the teacher?" These extracts show that parents do not visit the schools, as they should; and that both teachers and supervisors claim that more satisfactory work could be done, were they thus visited. Let each parent consider it his and her duty to visit, at least, once every term of school taught in the district, and not allow year after year to pass without even entering the school-house door, as many do. When parents faithfully visit their schools, one great cause for complaint will be removed.

Not only do parents fail to visit the schools themselves, but they fail to provide suitable persons to supervise them. Each year they will elect a board of three men and entitle them a Supervising School Committee. Their duty is to look after the general interests of the schools, for the town. But they have other business which requires their attention. They are not expected to present bills exceeding fifty dollars per year, each, for their services; and that sum will go but little ways, even at a dollar and a half per day. Consequently, supervision does not receive the time from the committee which its importance demands. However, many think the committee is paid sufficiently for the amount of work which it performs. This is undoubtedly true. In examining the reports of many committees we frequently find, "We were unable to visit this school but once, and that at the beginning of the term." Of course, such supervision (?) as that is of no benefit. The teacher's merits cannot be ascertained by once visiting her school—particularly when that visit is made before the teacher has become acquainted with her scholars, or really formed any plans for management. It is no wonder that parents, teachers, and all denounce such work. Also, these "committee men" are not selected on account of any peculiar fitness for the position. The principal requisites for election are a desire for the office and a sufficient number of friends to secure votes. Some members of these committees are ignorant men; men who would not know whether or no a school was well managed; men

who spell earn "urn," and use such artistic sentences as, " . . . success in this school, although not all we could desire, yet we think the scholars made some improvement," etc., etc.

District Agents should also visit the schools in their respective districts. This they seldom do. One great defect in our school system is that of employing "district agents." The agent generally hires the cheapest teacher presented—after which he allows her to "do as she pleases," unless forced by gross mismanagement to interest himself in school affairs. He secures a quantity of wood; green or dry it makes no difference; it is "for the school;" has it "cut up," and then his duties are completed. His case is similar to that of the "committee man." He receives no compensation; and cannot take time from his professional or farm work to attend to the matter.

These two evils should be remedied at one stroke. The district agent system should be abolished; and the town should employ a single individual—man or woman—to supervise the schools, employ teachers, and attend to the educational interests of the town. The Supervisor should receive such compensation, as will enable him to devote the whole or a greater part of his time to this business. He should be held responsible for the employment of suitable teachers. He should see that each school in town is supplied with suitable fuel, and proper appliances for comfort. These things now being divided among numerous persons are sadly neglected. Perhaps, these changes cannot be brought about at once—probably they cannot—for persons are very loth to give up their old educational systems. Let the town employ a Supervisor, offering a salary which will secure the services of a proper man. Then they may empower him to employ teachers, after which there will be virtually nothing for the agents to do, and the system can be readily abolished. When the right men have been employed as supervisors, and the people see the advantage of the new plan, there will be little opposition to State, and County, or District Supervisors to work with those in the towns. The State, alone, can afford to employ men competent to manage our educational interests. We want men of broad culture, experience, and sound judgment.

The first and greatest internal impediment to success, is the incompetency of our teachers. Little boys and girls are employed because they "work cheap." Ignorant boors are employed because

they "*make* the scholars mind." And a general class of miserable instructors are employed because the parents, agents, supervisors, and all persons interested pay no attention to the matter. The Supervisor of Paris, for '73, says: "I have found such barbarities as 'ammount,' 'barbarious,' 'massacree,' in writing-books written by teachers for pupils to copy. I have heard teachers in conducting recitations, deliver themselves of such expressions as 'it haint her,' 'they is,' 'they be,' 'class in joggerphy,' 'a hundred men was there,' etc." Yet, Paris has good schools, and its teachers are not below the average. The criticism of this Supervisor seems severe—the town thought it was, and "ousted" him from the office; but it was just, as every one will aver who has any conversation with the average teacher, and hears him tell of "licking" his scholars, with other murderous assaults upon the language. Such persons are not fit companions for children, much less to be their teachers. They are thoughtless in their expressions and acts; they lack judgment, and, consequently have no government; and, above all, have no interest in their work. We must employ a higher grade of teachers—men and women who will make this their life-work, as one makes a trade or any profession—except teaching—a life-work. A teacher will not —cannot—take the interest in his school which he should, if the business is only taken up as a shift, or as a step to something better. And why do not our young people make teaching their profession? Because there is no inducement for them to do so. To secure such teachers as are needed, we must offer liberal salaries. The average price paid male teachers in this State, for '74 (State Superintendent's Report), was $34 per month. Salary of female teachers, $3.79 per week, exclusive of board—board, $2.31—making a grand total of $6.10 per week! How much brain talent can be procured for one dollar per day, when laborers in the field receive from one and a half to three dollars? Teachers spend years and large sums of money to secure an education, and then receive less compensation than unskilled laborers! It is no wonder our young people shun teaching; or, if they have a taste for that profession, seek employment in other States, where many find pleasant work at remunerative wages. In Massachusetts and New York, teachers are paid from $700 to $3000 per year. We pay an average of $400! Until we are willing to pay "living wages," we shall not be able to secure good teachers.

The best teachers can secure but moderate results in the district schools, as they are now conducted. Each scholar pursues such studies as he sees fit. This makes a multiplicity of classes which prevents the teacher from giving any single class the attention it should receive. A writer in the JOURNAL for February, says: "A teacher told me she had thirty classes . . . . and an average attendance of twenty pupils!" If a scholar pursues his studies alone, he does not feel the interest he would, were there several striving to outdo him. Neither can the teacher give that attention to one pupil which he would to a class. Every way, it is desirable that the scholars should be associated in their studies. The subject of grading our schools should be thoroughly discussed, and the advantages of the system clearly set before the people, until they are prepared to adopt it.

Equally ill in its results is the variety, and the constant changing of text-books. If our schools were graded, this evil would be remedied so far as the number of books is concerned, but the changing of books can only be avoided by action on the part of the town supervisor. He should see that the same books are used throughout the town. After securing the best books, in spite of publishers and canvassers and the numberless other "interested persons," he should continue their use until superseded by those of far superior excellence. Hon. Warren Johnson suggests the propriety of furnishing free text-books. The system has been very successful in the cities of Bath and Lewiston. It would, no doubt, be of great benefit in the rural districts; but it will be many a day before towns will see the advantage so strongly as to vote sufficient funds for the object.

Another grave error is the frequent changing of teachers. A man must teach the winter schools, and in the summer we must have a "woman's school." A teacher will be employed one term, and give perfect satisfaction. Next term the agent will endeavor to secure his services at the same, or even at reduced wages! Disgusted, he refuses to teach at any price, seeks another field, receives the same treatment, and finally abandons the profession. If a merchant or banker secures the services of a good clerk, he desires to employ him continually. He gives an increase of salary annually, and strives by every means to make his employee contented. Why? Because that clerk knows the business; he has acquainted himself with its pe-

culiarities and minutiæ. He has learned how to perform his work to the best advantage—producing the greatest results from the least labor. A new clerk cannot take the system nor experience of his predecessor. He must experiment for himself. Experiments are always expensive and generally wasteful. So the merchant, desirous of saving, keeps his old clerks. This is also the case with teachers. When a teacher has won the respect and confidence of his pupils, each term will be taught with greater ease. He knows each pupil's peculiar traits, and just what allowances to make for them. He can do the work with less labor on his own part, and do it to the better satisfaction of all concerned. But the agents do not look at it in this light. They must hire some *cheap* teacher, or the district will be dissatisfied. The town supervisor, by employing teachers, must also remedy this evil. He can, by proper management, in a few years, bring about a change in all these things.

It really seems that if all the towns would elect competent supervisors, and resign their educational interests into their hands, the success of our schools would be secured. Let the newspapers and family journals, as well as those exclusively devoted to the interests of education, give these matters a thorough discussion, solicit communications from all persons interested, and thus educate the people regarding their duty toward our schools. G. H. W.

Do instantly whatever is to be done; take the hours of rfleection for recreation after business, and never before it. When a regiment is under march, the rear is often thrown into confusion because the front does not move steadily and without interruption. It is the same thing in business. If that which is first in hand is not instantly, steadily and regularly dispatched, other things accumulate behind, till affairs begin to press all at once, and no human brain can stand the confusion; pray, mind this—it is one of your weak points, a habit of mind it is that is very apt to beset men of intellect and talent, especially when their time is not filled up regularly, but is left to their own arrangement. But it is like the ivy round the oak and ends by limiting, if it does not destroy the power of manly and necessary exertion.—*Sir Walter Scott.*

SCHOOL EXAMINATIONS.

THE law requires from committees and supervisors an examination more or less frequent of the condition and wants of schools under their oversight. The propriety of such a requirement is evident; its importance is not always appreciated as it should be. It is of the first importance that the examiners should be men who know how to examine a school, which is the case only in very rare instances. It is not enough that a person is thoroughly versed in the branches of study pursued by the classes. Indeed, it is often the case that the more one knows of some special topic, the less adapted he is to conduct an examination of pupils upon that topic. His questions involuntarily refer to the points which have most interested his own mind, though perhaps not of such a nature as to be taught to pupils at that stage of progress, if important to be taught in school at all. In a class in languages, for instance, many examiners will overlook the evidences of the progress of the class in learning the forms and relations of the new language, while they puzzle the pupil, and the teacher perhaps, with questions on ethnology or metaphysics, suggested by some word in the passage translated. No one, however great his private attainments, can do justice to teacher or pupils at a school examination, unless he has himself had some experience in teaching, or learned by repeated observation, how much may in justice be expected from the ordinary pupil. The labors of the teacher will almost always be underrated by the learned examiner who lacks experience. Only those who have made the trial know the amount of patient labor, explanation and repetition which the average boy or girl can withstand on the part of the teacher, or the stupid amazement they can exhibit on examination day, when questioned about matters which the teacher has most faithfully set forth, perhaps on the preceding day. It is very disheartening to the instructor to feel that he is on trial before those who cannot, from the very nature of the case, judge whether he has accomplished a proper amount of teaching. The temptation is strong, therefore, to make the examination partake more of the character of an exhibition, in preparing for which much valuable time must be deducted from genuine school work. We have seen schools

where the amount of instruction for the term was lessened by one-fifth, in order to secure the approval of the committee at this exhibition.

But when the committee is composed of suitable persons, these often fail to examine a school properly. How many visit the school-room more than once or twice during the term? How many ascertain with reasonable exactness, the mental state of the pupils in the various classes at the opening of the term,—whether they are advanced or backward, bright and well classified, or the opposite, and whether in any given study the pupils love to investigate the subject before them, or whether they must be driven at every step to forced labor in a study which they despise! Yet, facts and conditions like these must be obtained and remembered by the examiners who would judge wisely concerning the progress of a school and the capability of the teacher. Hence the importance of a thorough acquaintance with the peculiarities of the school and scholars, such as cannot certainly be acquired in one or two hurried visits. The purpose of the prescribed examination is not to see what a brilliant exhibition a few bright scholars in a school can make after especial training for a given day, but it is rather to ascertain honestly whether the school, as a whole, is making at any and every day the advance which the interests of the State are entitled to expect.

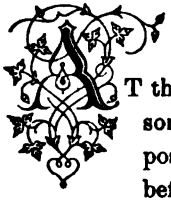
E. W. H.

WHAT we want is strong-minded and large-natured women who will not be the slave of dress, or of reform, or of any one idea; who will understand the philosophy and recognize the beauty and adopt the necessities of dress without straining its possibilities; who will neither dwarf nor magnify its importance, but will know how to follow fashion with moderation and discrimination, to lead it with beneficence, and to make it in all things a minister of grace. If the woman is subordinate to the dress, it is not the fault of the dress but of the woman.—*Gail Hamilton.*

WHOEVER would be a live successful teacher must continue to be a student. Thus only can he keep in sympathy with his scholars, and continue to be a growing man. He that faithfully prepares for the class room exercises, and performs all the work usually assigned, has little time or energy for original study.

METHOD OF TEACHING READING.

Paper read at a Monthly Teachers' Meeting, Lewiston.



AT the request of our Superintendent, I have briefly and somewhat hastily written a few ideas, not for the purpose of airing any pet theories of my own, but to set before you statements in which you may or may not concur respecting the proper method of teaching Reading. Although I might hesitate to do so, being a stranger among you, yet I have laid aside all objections of that kind, feeling myself a teacher among teachers who are bound to be in sympathy with each other, having as we do one interest, working for one end, the good of the schools of Lewiston. You have welcomed me most kindly among you; I have much to thank you for; your work is now my work; and, as one of you, I would in a spirit far from criticising talk with you regarding this matter which, if we will but stop to think about it, we must decide to be an important part of our school work.

I will consider the subject in three parts: What is it to read? how shall we teach reading? what is the result to be worked for? First, what is it to read? For illustration, take the word "home;" the sight or sound of it suggests at once to our minds the many pleasant and happy scenes which make that spot the dearest on earth, that word one of the sweetest of our language: again to illustrate, take the word "chitine;" if I have succeeded in presenting to your minds a word with which you are not familiar, then you will readily see the distinction I would make between truly *reading* a word and merely *uttering* it. To read a word truly, then, is to form in the mind the idea suggested by the sight of the written word representing that idea. In like manner, let us see what it is to truly read a sentence; making use of the same words as before, note the difference between these two expressions: "Be it ever so humble, there's no place like home," and "Some have more chitine than others." The first is intelligible; the second, if, as I said before, you are unfamiliar with the word "chitine," is not so; no thought is suggested to the mind at the sight or sound of the sentence representing that thought; then we might say to read a sentence truly is to form in the mind the *thought* suggested by the words so arranged

into a sentence as to represent that thought. This is mental reading; to make it oral, we need to have the words and sentences pronounced by the voice in such a way as to excite in the minds of others similar ideas and thoughts; thus we see that three things are required by every reader: first, the meaning; second, the sound; third, the form of the words read.

This brings us to the second part, how shall we teach reading? We must begin, of course, with the child, and how important that his little footsteps should be pointed in the right direction! He comes to us fresh, innocent, untaught, eager to learn, but all unconscious of the many difficulties before him; yet placing such implicit confidence in his teacher that it would be almost cruel to lead him astray. In a series of object lessons, making use of blackboard, chart, printed page, pictured cards and blocks, and any thing which will make a pleasing variety, teach him those twenty-six characters, both large and small, which are the key to all knowledge; let this be done thoroughly and quickly, yet taking but a single letter at one lesson, his little mind being incapable of grasping more than one idea at a time, however small from our point of view it may appear. If he can go home at the close of his first day at school with the proud consciousness that he can give the name of *one* letter, whenever and wherever he may see it, can make it upon his slate or the board, however rude his first attempts, and can select a score or more from a box of gayly colored cards or blocks, you may depend upon it, that letter will never require to be taught again.

Next in the education of the child comes Reading: first, of single words; second, of sentences. Let me stop to suggest that here as in the teaching of the alphabet we should take our pupils in classes, a little generous emulation on their part being extremely beneficial and this arrangement also economizing time; but the classes should not be too large. To begin, take a word whose meaning is known to them; talk with them about the thing which the word represents; show them the object itself, or a picture of it, or both, if possible, to excite the idea; then give them the written word, and have them associate the form with the sound; let them print it, having previously made the letters in the study of the alphabet, or look for it over the pages of their books, the chart, cards, or blocks. Continue this with other words until short sentences can be formed of the words

already taught, gradually adding others, and then we shall come to the reading of short sentences. For instance, take the sentence "John saw a bird;" have the child look at it, study it carefully before he makes any attempt to read it; when he can call each word promptly, have him do so, and you will obtain from him in a pleasant, natural tone "John saw a bird," which is an improvement over the old system of drawling out one letter at a time something after this style: (Ill.) John-er saw-er a-er bird-er. At this period, the child is by no means to separate the words into letters; it is Reading that we are teaching him now, not Spelling, and one thing at a time is sufficient; that may come later, both literal and phonic in connection with his reading; say, when he takes his second reader. By this method, have we followed out our definition of reading? I think we have. Continue this, ever keeping in mind that the meaning of what is read should be our first object, giving attention, of course, to purity of tone, distinctness, correct account, emphasis, etc. It is not to cultivate *only* the intellectual powers of the child that we are to seek, but the sensibilities also; he should be taught to *feel* all that he reads, and then our Reading exercises would not lapse into the mere uttering of words, as is too often the case at present.

Third, what is the result to be worked for? For want of time, I shall be obliged to discuss this point rather more hastily, than I thought or would like to do. Let me first call your attention to a fact which exists—everywhere, I might say. In the beginning of a pupil's life, for a few years, Reading is a part of his daily work, and he makes improvement week by week, year by year; but there comes a time when the climax is reached and from that point is deterioration; if we can fix that time, and I think we can very nearly, we shall find that it is when he takes up other, and, as he is made to think, more important studies, Grammar, History; and later, in our high schools, Reading is set aside almost altogether to give place to French, Latin, Greek, and a multiplicity of studies more or less important. This, I feel, to be a mistake; the study of our own language, its structure, its use, its *history* from the time nearly thirteen hundred years ago when those Roman missionaries christianized our pagan ancestors, the Saxons, and reduced the language to writing, up to the present is vastly of more importance. Teach the changes made since that time in pronunciation, spelling, the meaning of

words, and the construction of sentences; teach particularly the *derivation* of words grouping those similarly derived, and see how they are built up: as, autograph, digraph, monograph, photograph, telegraph; or, brooklet, streamlet, rivulet, rootlet, plantlet; or, magnify, ossify, glorify, beautify, stupefy, verify; or, moderation, creation, duration, classification, derivation, modification, cremation. Teach that some words were formerly used with a different meaning from the present; we read "Take no thought for the morrow;" but we need to know that "thought" formerly meant "anxious solicitude" before we can fully comprehend the meaning intended; many words have a little history or romance attached: as, the name of the plant, "Cinchona," from which quinine is obtained. In other words, let us study the dictionary more, not the French, the Latin, the Greek (there is a time for those also), but our own English dictionaries full of good, old Anglo-Saxon words, some of the strongest, the best, the dearest that our whole language affords; with all this and much more that I have not time to mention, there is yet one thing needful; we should have from the *first* day in the *primary* school to the *last* day in the *high* school a *daily* exercise in Reading; for it is not in the nature of *mind* to take any interest, to make any great improvement in a branch of study which we allow to become a weekly or a semi-weekly exercise, the interest which may be awakened at any one time dying away before the occurrence of the next lesson, and we spend our time in fruitless efforts to create an interest on the part of the class, when we should be accomplishing much work. The result then, that I would claim to be worked for in the teaching of Reading, is to teach the pupil to read *understandingly* that he may thereby gain knowledge, not only for himself, but for those to *whom* he may read; in order to do the latter, careful attention should be given to what I have already mentioned in the rendering of the first sentence read by the child. I believe that could the course which I have described be followed out from the beginning to the end of the pupil's life, that we should have no need to spend hour after hour patiently drilling a dozen, perhaps, from a school of ten or twenty times that number, that they may be able to render in a manner creditable to themselves and to the school, some simple poem at an exhibition or other public school exercises; but that *all*

will be able to read correctly any *thing* at any *time* almost at a glance. Why not teach to *read* at sight, as well as to *sing* at sight?

LEWISTON, May 1, 1874. M. S.

AN ILL-GOVERNED SCHOOL.

MISS D—— stands at her desk the livelong day, and is constantly watching, prompting and admonishing her pupils. Neither force of wise rules, nor the fidelity of the children is relied on; no well-digested system, with its set times and tinkling bell, is put in operation; no action or resting of a child is studied with a "second thought," no recitation is quietly listened to, and the difficulties cleared up;—but, in season and out of season, it is the out-pouring of rebuke and command.

Scholars may take their books. Mary, why don't you take out your geography—you know you'll want it this afternoon! "I've learnt my geography lesson." Samuel, sit up! "My shoe's untied." Sarah, look this way! "Some one knocks." Well, go and see what is wanted. John, your eyes are not on your book! "I was trying to spell my words." *Peter, what are you doing?* "Trying to find my slate pencil." Sarah, put down your hand from your eyes! "The sun shines right in my eyes!" Some one is biting her slate pencil! Keep those feet still!—Class in geography may take their places! John, go out and shut that blind! I hear some one's lips moving! We're waiting for you all to get still! Mary, bound Africa. "It is bounded north on the Medi——" *Samuel, pick up that paper you dropped on the floor and put it in the stove!* "I didn't know that I dropped it; *it's my composition!*" Bring it here! You're a careless boy; go to your seat! "It dropped out of my arithmetic when I opened it." I didn't understand how you said Africa was bounded? Peter, describe the river Nile. "The Nile rises in mountains of the eastern central part of the continent, from two separate sources, which are called———." Thomas, how many times must I tell you to keep your feet still? I shall certainly punish you if I have to speak to you again to-day! Peter, where did you say the Nile emptied? "Into the Mediterranean sea." Sarah,

give a description of the Great Desert. "It lies in the northern part of Africa, extending from———" *Thomas, come here!* I told you I would certainly punish you if you did not sit still. Hold your hand (gives him smart blows with a ratan; he cries lustily.) Sarah finishes her answer while the punishment is going on, turning her head so as not to see the blows applied to her little brother's hand. The class get restless and impatient. Some of them whisper together, evidently to divert their minds, rather than from evil intent. Plainly, the lesson had been well prepared; but it has lost all its interest to them. And a break was made in the work of the school. They felt that the punishment was harsh and hasty, and out of time. It was several minutes before quiet was restored and all were breathing easy, and the current of study was flowing on again.

The teacher was well educated, as the phrase is; was thoroughly conscientious and devoted, and believed she was only doing her duty in the matter of discipline.

This is a faithful picture of a half-hour at the opening of an afternoon session. The question needs to be raised: Was profitable study possible in such circumstances? Could a true and faithful impression of facts and principles be made on the memory under such frequent interruptions? Was discipline, so enforced, salutary on the school? Was that teacher, in any proper sense, training and developing the mental powers and the susceptibilities of her pupils, and helping them to form a symmetrical character?—*R. I. Schoolmaster.*

SURELY, surely the only true knowledge of our fellow-man is that which enables us to feel with him—which gives us a fine ear for the heart pulses that are beating under the mere clothes of circumstance and opinion. Our subtlest analysis of schools and sects must miss the essential truth, unless it be lit up by the love that sees in all forms of human thought and work, the life-and-death struggles of separate human beings.—*George Eliot.*

LET it be remembered that an ignorant man or woman is always and everywhere helpless. An ignorant people are always and everywhere a helpless and unproductive people.

No intelligent man will find fault with legitimate taxation for legitimate purposes, and no investment pays better than the money expended to educate the people.

THE LAW OF FATIGUE.

HAUGHTON, in his "Animal Mechanics," thus states the law of fatigue: When the same muscle, or group of muscles, is kept in constant action until fatigue sets in, the total work done, multiplied by the rate of work, is constant. Suppose a man, walking at his ordinary pace, does not become tired until he has gone thirty miles. If he walks twice as fast, then by this law he would be exhausted at the end of fifteen miles, having done only half the work in a quarter of the time; if he walks three times as fast, he will be tired at the end of ten miles, having done one-third of the work in one-ninth of the time; and so on, the total work varying as the square root of the time necessary to produce fatigue.

Where the rate of work is very rapid, as in a boat race, it is of course impossible to keep it up for any great length of time. The actual amount of work is thus illustrated by Dr. Haughton: "A good idea," says he, "may be formed of the rate in which the muscles give out work in a boat race, by comparing this work with the average daily work of a laborer. In many kinds of labor there are four hundred foot-tons of work accomplished in ten hours. The oarsman performs in one minute the one hundredth part of his day's labor, and if he could continue to work at the same rate, he would finish his day's task in one hour and forty minutes, instead of the customary ten hours. The work done, therefore, in rowing one knot in seven minutes is, while it lasts, performed at a rate equal to six times that of the hard-worked laborer."—*The Galaxy.*

MEN'S proper business in this world falls mainly into three divisions: First, to know themselves and the existing states of the things they have to do with. Secondly, to be happy in themselves and in the existing state of things. Thirdly, to mend themselves and the existing state of things as far as either are marred and mendable.—*Ruskin.*

FOR in the mind, as in the field, though some things may be sown and carefully brought up, yet what springs naturally is most pleasing. —*Tacitus.*

THE TRAVELER AND HIS FRIENDS.

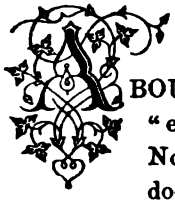
A GAELIC LEGEND.

A gentleman, about to make
A trip at sea, was begged to take
Commissions for a dozen friends:
One wants a watch; another sends
For wine.—"A very special cask;
And—if it is not too much to ask—
Some choice cigars; a box will do;
Or, while you're at it, purchase two!"
Another friend would like a pair
Of boots,—"They're so much cheaper there;"
A lady friend would have him buy
Some laces,—"If they're not too high;"
Another wants a box of gloves,—
"French kids, you know, are real loves!"
Thus one wants this; another, that;
A book, a bonnet, or a hat;
Enough to make the moody man
(So high their "small commissions" ran
In tale and bulk) repent that he
Had ever thought to cross the sea!
Moreover,—be it here remarked,—
Before the gentleman embarked,
His friends, for fear he might forget
Their little errands, plainly set
Their wishes down in black and white;
A sensible proceeding—quite;
But—as it happened—not a friend
(With one exception) thought to send
The ready money, and to say,
"See! here's the cash you'll have to pay!"
He embarks; sees Paris, Rome,
And other cities; then comes home
Well pleased with much that met his eye;
But having, somehow, failed to buy
A single thing for any friend,
Except the one who thought to send
The wherewithal. Well, need I say
That soon his neighbors came to pay
Their greetings at his safe return,
And charming health; and (also) learn
About their little errands,—what
For each the traveler had got?
"By Jove!" he said, "it makes me sad
To think what wretched luck I had!
For as at sea I sat one day
Arranging in a proper way
The papers you so kindly sent,
A gale arose, and off they went
Into the ocean! nor could I
Remember aught you bade me buy!"
"But," grumbled one, "if that were so,

How comes it, sir, you chanced to know
What *this man's* errand was? for *he*
Has got what he desired, we see!"
"Faith! so he has,—beyond a doubt!
And this is how it came about:
His memorandum chanced to hold
A certain sum of solid gold;
And thus the paper by its weight
Escaped the other's windy fate!"

—*Cook's Excursionist.*

SCHOOL HEADACHES.



ABOUT this time, so might run the household almanac, "expect children to come from school with headache." No weather predictions could prove more true than does such a prophecy in hundreds of families in our cities. Notwithstanding all the discussions upon the subject, and in spite of all the discoveries of advanced science, school-rooms, both public and private, are most imperfectly ventilated and unsuitably heated; they are either too hot and close, or a draught of cold air pours down upon the pupils.

In utter defiance of all that common sense and physiology teach, parents continue to regard an honorary diploma as the ultimatum of education, and to urge on their sons and daughters to obtain it. "Only so many years can you go to school," is the spirit if not the letter of the instruction constantly given by scores of parents, "and you must go through all these studies. You have no time to waste."

The teachers are often in combination with these parents to bring about the desired end; the course is marked out with reference to rapid, continuous study, and incitements of various kinds, in the form of marks, prizes, honor rolls, etc., are placed before the pupils to stimulate them. It is true there are some teachers who see the evils of our school system, and would modify it, but the parent interferes, with the remonstrance that his child "has been attending school *so* long, and must be promoted." Or a parent justly demands that his child shall not be overtaxed, and the result is that, although as capable as the average, she ranks behind her class because she does not take all the studies, and the fancied dishonor disturbs her mind.

Strange, indeed, it is that in this age of progress the training and education of young girls and boys should not be better understood. The long confinement in close rooms, the short noon recess and hastily eaten lunch, the nervous restlessness for which they are so unjustly blamed, the pale or the unnaturally flushed faces, long lessons to be learned out of school hours, weary headaches and disturbed sleep—from such things the children suffer. Their elastic spirits are broken, their health is imperilled, they are old before their time. When we see these worn and weary-looking little men and women, Mrs. Browning's lines, written in view of still sadder cases, come to mind:

> "For oh," say the children, "we are weary,
> And we cannot run or leap—
> If we cared for any meadows, it were merely
> To drop down in them and sleep."

Is there a good time coming, when parents and teachers shall combine to educate children with as much regard to healthful physical, as to high mental, development? when plenty of fresh air and frequent intermissions shall be deemed essential during study hours? when it shall be considered as important to keep a child in happy, healthful spirits during every day of the school term as to show each day a record of perfect lessons? when it shall be understood that *healthy* children, properly taught, seldom need any other mental stimulus than their own natural and eager desire to learn new things? There is too little child life in this age; too little natural buoyancy of spirits among pale-faced students; too long a list of deaths among the young each year; too many who expend all their energy and vitality before they reach adult age. Have not our educational systems something to do in this matter?—*Exchange.*

ABRIDGE your hopes in proportion to the shortness of the span of human life; for while we converse, the hours, as if envious of our pleasure, fly away; enjoy, therefore, the present time, and trust not too much to what to-morrow may produce.—*Horace.*

ALL politeness is owing to liberty. We polish one another, and rub off our corners and rough sides by a sort of amicable collision. To restrain this is inevitably to bring a rust upon men's understandings.—*Shaftesbury.*

CAUSES OF FAILURE IN TEACHING.

BEFORE embarking in a new enterprise, the wise man studies carefully the probabilities of success in it; and his solicitude as to his success is measured by the importance of the enterprise. So one anticipating the work of teaching should consider well what it is, what is essential in order to succeed in it, and should seek to determine whether he possesses the requisite qualifications, and is in all respects, adapted to the work. It is far better for all concerned that he let it alone than that he take hold of it and fail.

Perhaps there is no other occupation in which there is so large a percentage of failure as in teaching; certainly there is none in which the failures are so disastrous to the general welfare. Failures in teaching may be conspicuous, but they are by no means always so; and, hence, their number is far greater than may be supposed. Often, too, success is pronounced according to a false standard. In order to determine whether a teacher is truly successful in his work, it is necessary to have an adequate conception of what true teaching is. Many teachers are accounted successful merely because they have the happy faculty of keeping up fair appearances, and not because they accomplish the grand aim of true teaching. It is sadly true that the real nature of the teacher's work is not appreciated by community generally, too often not appreciated by the teacher himself. There is nothing which one may attempt that is at once so delicate and so momentous as to teach the young. I know this statement is trite; you have heard it over and over again, but after all how many realize it? And it is because it is so faintly realized, especially by the people at large, that the teacher's profession is where it is, and we have so many worthless schools.

It is the teacher's special function to develop mind and form character. He who devotes himself to teaching devotes himself especially to this work—the development of mind, the formation of character—and in all the domain of labor there is no work higher than this, none which demands a higher order of ability, rarer gifts of head and heart. This being so, what other occupation in the land is left to those who have so little fitness for it? Men are exceedingly

careful whom they employ in their manufactories, their stores, and their agencies, and their first question is not of price, but of fitness; but in the schools there is far less anxiety as to fitness, and the first consideration, too often, is the price. Now, as a rule, in this world of mammon, talent goes where it is paid for, and as a consequence the schools are left to be supplied with those who haven't wit enough to labor in the fields where labor is better rewarded.

Perhaps this phase of the matter, by its implication, is not flattering to our pride as a company of teachers, but I cannot help it; and to ignore a disagreeable fact does not remove it. Suppose I should inquire how many of you here to-day have entered upon the work of teaching as a life work—as a man enters the profession of law, or of medicine, or begins his career as a merchant? A very small proportion of the teachers of the land have entered upon their work with a purpose of devoting themselves to it for life, and the simple reason is that it does not pay in dollars and cents. And here we have the secret of the miserable work in many of our schools. The nature of the work is not appreciated; the requisite qualifications are not demanded; and, hence, the schools are largely filled with those who have no proper business in them. Of course, the only remedy for this evil is in the development of a right public sentiment, and for this it is our duty to labor. Every community ought to feel that its first duty, and its chief business, is the education of its youth. Were this recognized, the highest honors and the richest rewards would be found in this work.

Now, the case being as it is, the schools being open to almost any one who may choose to enter them, the practical questions to be considered by him who proposes to himself to teach are not, Can I get a certificate? Can I "manage" a district school for a term or two, while I am waiting for other business? Shall I get out of the school without being turned out? But they are, Am I fitted for the work? Shall I love it, and rejoice in it? Can I devote myself to it as my life work? Are my scholarly attainments and my natural endowments such as to justify me in assuming to become both the model and the moulder of a multitude of young, eager, plastic minds?

If these latter questions cannot be answered affirmatively, do not venture into the work. Quacks in teaching should be held in the

same esteem as quacks in medicine; and one who is unfitted for the service has no more right to offer himself as a teacher of youth, than one ignorant of the human system and its diseases has to set himself up as a physician. It is painful to know what compounds of ignorance, stupidity, and boorishness, sometimes get into our schools. Of course, a teacher deficient in scholarship cannot succeed in any true sense. I have known such teachers to succeed in keeping school, but there is a vast difference between *keeping* a school and *teaching* it.

The first great cause of failure in our schools, then, is a lack of scholarship. It is lamentable, but it is true, that there are teachers in our own State who cannot, for the life of them, read with tolerable correctness, a passage in plain, English prose; who know precious little of the geography of North America, and absolutely nothing of the motions of the earth and the cause of seasons; who cannot explain an operation in the fundamental rules of arithmetic, nor tell the difference between a common and a decimal fraction; who cannot parse the word "rode" in the sentence "John rode to the city," nor distinguish a conjunction from an adverb. It is not surprising that such teachers fail, but it is surprising that persons with so little learning will presume to teach. They presume to teach because they have no conception of what the teacher's work really is, and no adequate sense of its responsibility. But not only do such as these need to be assured that nothing but failure awaits them—we all need to remember that, all other things being equal, our knowledge will be the measure of our success. Therefore, every teacher who is seeking for the highest and the best in his work is a student; an every-day student; a careful, diligent student; diligent, because conscious that the fund of learning which he is amassing is his capital, and in the end shall be his fortune. And he who does not love study for study's sake, who does not find his meat and drink in the fruits of the tree of knowledge, may well question whether he is prepared to inspire others with a love of study.

The second great cause of failure in our schools is inability to govern; and probably young teachers have greater fear from this cause than any other. Good order is essential; there can be not even apparent success without it, and how to secure it is the question of questions. We have received a vast deal of instruction here—line

upon line, precept upon precept, treatise upon treatise, institute upon institute, here a little and there a little, school government! school government!—and yet the question remains. Well, the fact is, you might just as well instruct a man how to be a poet as to instruct him how to govern a school. Rulers, like poets, are born, not made. One who does not know intuitively how to govern need never hope to learn. Rules and regulations amount to nothing; theories have no practical value; and even experience, grand teacher that she is, lags behind in the matter of discipline. The power to control is a personal power, manifesting itself very differently in different individuals, and always inimitable.

But while the power to control others is a natural faculty and not an attainment, there are still observations to be made respecting it which may be helpful.

1. A teacher, in order to secure the right control of his pupils, must be able to command their respect, and without accurate scholarship, a fair stock of general information, and a basis of sound practical sense, this is impossible. As soon as pupils are able to measure their teacher—sound him—so soon they cease to respect him as anything more than themselves, and his control over them is gone.

2. The teacher, to govern well, must be calm. Calmness indicates strength. The teacher who becomes excited before his pupils publishes thereby the fact that he his weak.

3. To control well, the teacher must be firm, and in order to be consistently firm, he must be discreet and careful,—always deciding after due reflection, and always maintaining his right decisions. Vacillation indicates unsoundness of judgment or lack of will, and is incompatible with strength of character.

4. In order to govern well, the teacher must be dignified. I don't mean starched. I mean the simple dignity that comes from good breeding and superior worth—the dignity of true manhood and womanhood. There is something in the bearing of that man or woman who is truly worthy that excites reverence, and this bearing cannot be assumed. The only way to obtain it is to *be* the character of which it is the index.

A third great cause of failure in our schools, an underlying, fundamental cause, is the lack of a proper appreciation of the real nature and responsibility of the work—a lack of that basis of moral character up-

on which alone the highest success can be built. In all departments of labor there is a distinctive *animus* without which no one can be a true workman. In the work of teaching, this animus is the desire to culture young minds into strength and purity—to develop human souls into the highest forms of manhood—to secure not only intellectual power but moral uprightness. Our physical, mental, and moral natures are so interdependent that either being neglected the others cannot attain to noblest growth. The true teacher recognizes this, and, while seeking to strengthen and discipline the intellect, he does not neglect physical and moral training; he does not forget that the ultimate design of all instruction should be the development of man's highest nature—the formation of an exalted moral character. As he contemplates the youthful minds under his care and influence, he perceives how intimately each is related to the wondrous universe about him, and he seeks to bring each life into harmony therewith, so that in after years it shall not give to nature's speech a harsh discordance, like the untuned harp to the hand that sweeps its strings, but shall be in sweet accord with creation's universal symphonies. In the character of this work the true teacher finds his highest inspiration, and in its success he hopes for his chief reward. Not disheartened by the hardships and trials he is called to endure, he remembers that his work shall not perish, but in the infinite future shall bear its blessed fruits.—*The School.*

LANGUAGE is an art; in its lower and rudimentary forms a useful art; in its higher and more cultivated forms a fine art; and of all the fine arts it is incomparably the noblest and the most refining. It is as a means of æsthetic culture, of refining the sensibilities, of evolving the latent harmonies of the soul, of filling the imagination with images of ideal beauty, that we would especially urge its retention in our system of education. We talk of the dead languages; but language does not die. The Greek and Latin classics are a key to the history, the thinking, the literature, and the social and moral progress of the race.—*Prof. A. C. Kendrick.*

HISTORY is the revelation of that divine providence which has for its ultimate end the elevation of the human race to the highest degree of usefulness and perfection. "History is the great painter, with the world for canvas and life for a figure."

FIRST DISCOVERERS OF AMERICA.

THE second lecture of the Rev. Charles Kingsley was recently delivered in the Mechanics' Hall, Montreal, the subject being the "First Discoverers of America." The Rev. gentleman commenced by depicting a scene in the North Atlantic some six hundred years ago from a song written in the eleventh, perhaps the twelfth, century. It described the voyage of Bjurne from Iceland, the trouble that came to the vessel from the sea-worms, and the desertion in the one boat by half the crew, leaving the others to perish in the ship. This, as he said, was the text for the lecture he desired to deliver. The Norsemen were then on the verge of a discovery which might have changed the fortune of the world. They had discovered and colonized Iceland and Greenland; they had discovered Labrador and New England, which they called Vineland the Good on account of the grapes which they found there, the wild grapes which Lyff the Lucky found there in one of his adventurous voyages.

Nothing is more graphic than the story of this finding of grapes by Therker, a German sailor who accompanied Lyff. Some day some of the great sculptors of America—for America has great sculptors—will immortalize Therker as the Sinenus of the Western World. These Norsemen had, it is believed, sailed up the Hudson, and the great land of Mexico was not far beyond, but some adverse fortune prevented them from founding a great Scandinavian dynasty over the real of the Aztec. Perhaps it was the terrible Gulf Stream that frightened them. These stories that have been handed down to us, and which form the mythic period of American history, are real, and the personages recorded were actual individuals whose adventures have been poetically, perhaps, but not untruthfully given.

But how were these bold discoveries made? By the most terrible and lengthy coasting voyages, creeping onward through ice and snow and constant fog. No wonder, when the energies of the North found openings nearer home they began to care less and less for the colonies they had founded in Greenland and Iceland, and yet they had prospered so greatly in the former that they sent 2,600 pounds of walrus ivory as a tithe to the Pope, besides Peter's pence in

money. The sagas mentioned also that, the finest wheat flour was raised there. But it certainly was less the dislike to the coasting voyages that sundered the connection between the Norse countries and the West. It was that Sweyn and his son Cnut were marshaling all the boldest spirits of Scandinavia to the conquest of surrounding countries. Let it be remembered that when Cnut died he was sovereign of Norway, Sweden, Denmark, the whole of England, the half of Scotland, and the Wendish countries almost as far as St. Petersburg. With this death the Norse energies seem to have been deadened for a time, wasted moreover by terrible intestine struggles in Norway itself.

After Cnut, the Saxon element revived in England in the person of the Confessor, whose ascetic life went out without leaving behind him any heir. England seemed then a prey for all the vulture races of the world, until it was seized by Earl Harold Godwindson, who is generally known in English history as King Harold. The Norse, Harold Hardrada, the ideal Viking of his time, resolved to conquer England, as Sweyn and Cnut had done. But he found, along with his barbarous Berserkers, what the Saxon Harold had promised him —seven feet of English ground. There was high feasting for the birds of the air on that occasion, for there was no time to bury the dead. On the very day when Harold the Saxon won the battle of Stamford against the Norse-speaking Normans, William, of the French-speaking Normans, had landed on the south of England to do that which the others had failed to do. The Saxon Harold behaved like a man and a King. He marched straight south with his victorious army, raising the Southern folk, and confronted the Normans at the place now called Battle. The old weapon was matched against the new—and the first would have conquered if the English had not broken their ranks in the anticipation of victory. The English did not wrong their reputation on that day. The stockade behind which the bills and battle-axes danced in the sum, beat back every charge of the brave Norman lancers and would have won the day had not stratagem tempted the soldiers to leave the shelter. But even when they were beaten, and the lancers were among their masses slaying, they were acknowledged by their enemies to have behaved in defeat like lions. They retreated gloomily to the woods,

fighting all the time, and killing more of their enemies as they went than they had done during the day.

It was well that the Saxons, however, should have been defeated on that day. They were brave, but they were gluttonous, and they were drunken, and they were easy-going and careless. They wanted the Normans among them. It was not the conquest of cowards by a brave race, or of an inferior people by a superior, for this would have resulted in caste and prevented assimilation. The Normans, however, did assimilate, and that in so absolute a degree that in the children of the Prince of Wales the blood of William is mingled with the blood of Harold. Eorl and ceorl, noble and man-at-arms, have been firmly and thoroughly welded together into one homogeneous mass.

But how did the Vikings, fierce barbarians and pagans, become converts to Christianity? St. Olaf, indeed, forced it upon the Norsemen at the point of the sword, and perished in the attempt. But Sweyn, although the godson of Otto, Emperor of Germany, became a heathen, because he looked upon the religion of the cross as a sign of yielding to foreign influences. And this the Vikings were unwilling even to think of. How, then, did the Norse of England become re-Christianized? Certainly not from any political power, but probably by the gentle influence of the Christian Churches established there. And as far as history can give us any hint, much of these influences came from the religious orders instituted there by St. Patrick, St. Brigida, St. Columbkill, and others.

In Iceland books of religion belonging to Irish converts have been found, and wooden crosses made of Irish wood, and carved in the ideas of Irish art. These things are not imaginary. To those who even know superficially the documents that have been found in Ireland and in the Scandinavian countries, there can be no doubt that the conversion of the Norse fierce Berserkers was owing for the most part to the Keltic heart and intellect. For the Kelt possessed moral qualities, attributes of love, justice and conscience, in which both Saxon and Norseman were profoundly wanting. They were utterly deficient in that love of nature, that enjoyment of life and sympathy with others, which in the Kelt gave birth to a most noble school of lyric poetry. To the influences which were thus directed upon the other races in England may be traced the great ministers

in whose gloomy beauty, in whose every carved stone, stands out the confession of the deepest repentance. The lecturer referred to the moral characteristics of the Norsemen, their courage, their contempt of death, and grim humor, and pointed out the strong resemblance to them borne by the heroes of Bret Harte. He concluded with a story illustrating the stern indifference to pain displayed by an ancient hero.—*Gazette.*

MENTAL ARITHMETIC. The person who hopes to excel in his chosen trade should endeavor to become skillful in mental arithmetic, and at the last analysis, all computation is strictly mental, the figures employed being only tallies to record results. I will give a table illustrating the theorem that the product of any two numbers is equal to the square of half their sum, less the square of half their difference, that long practice proves to be a useful method of multiplication:

$$6\times6=36=6^2$$
$$7\times5=35=6^2-1^2$$
$$8\times4=32=6^2-2^2$$
$$9\times3=27=6^2-3^2$$
$$10\times2=20=6^2-4^2$$
$$11\times1=11=6^2-5^2$$

This theorem may be expressed algebraically, thus: $(a-x)\times(a+x)=a^2-x^2$, and numerically as in the table.

Suppose it is required to multiply 53 by 47. Half their sum is 50, the square of 50 is 2,500, and the answer sought is that sum less $3^2=9=2{,}491$. In practice, such an example can be solved almost instantaneously. If 47 times 54 were required, proceed as in the example and add 47 to the product.

To use this method, considerable knowledge of square numbers and of some of their remarkable properties is required; and the careful study of different series will be beneficial. This study has proved an excellent means of initiating pupils into the mysteries of square and other roots, enabling them to become proficient in a short time.—*Scientific American.*

HE is to be educated because he is a man, and not because he is to make shoes, nails, and pins.—*Channing.*

Editorial Notes.

Every editor and publisher in the State must know that just in proportion as we make the people intelligent by our public school system, just in that proportion we make for him patrons of his paper. An intelligent people must have and read, and are able to pay for, newspapers. Ignorant people do not need, or read, or pay for them. We thank the papers who have from time to time commended us, and we trust we have deserved their praises and that we shall continue so to deserve it. We have ever counted ourselves as an ally to every good enterprise in our State, and especially to the support of our exchanges. Let every teacher give his aid to his county paper by impressing upon those in his district the need of a good paper, and let each paper take interest in the schools and publish such matters of interest as occur from time to time.

The "Bowdoin rebellion" has ended and all is quiet on the "Campus." *Martial law* still lives and ought to until removed by the same power that created it. Already has the whole subject been discussed by the people and the ultimatum of the Faculty accepted as just and right. We need not go into any details of the subject. We are glad that the matter is arranged, and we also hope that at the next meeting of the Board of Overseers the military drill will be done away with, or that it will be made obligatory only upon those who choose to adopt it at the beginning of each term. We do not believe in it and think "Bowdoin" made an error when the drill was made a part of the course of study, but from this as from other mistakes she will come forth, "purified as by fire."

OLD AND NEW touches a tender spot in many parents by the statement which contains the truth, the whole truth, and nothing but the truth:

One of our most distinguished teachers says, that, in the case of two thousand or more boys who have passed under his care, no parent has ever forgiven him if he said, "Your boy is not quick or bright, but he is thoroughly pure and true and good." They did not forgive him for saying so, because they took it for granted that the goodness could be attained in any odd hour or so; but the brightness or quickness seemed of much larger importance. On the other hand—if the teacher said, "Your boy learns every lesson, and recites it well; he is at the head of his class, and will take any place he chooses in any class"—nine parents, he says, out of ten, are satisfied, though

he should have to add, "I wish I were as sure that he was honest, pure and unselfish; but in the truth the other boys do not like him, and I am afraid there is something wrong." To that warning, he says, people reply, "Ah, well, I was a little wild myself when I was a boy. That will all come right in time." "Will come right," as if that were the one line of life which took care of itself, which needed no training; the truth being, that this is the only thing which does not come right in time. It is the one thing which requires eternity for its correction, if the work of time has not been eagerly and carefully, and with prayer, wrought through.

We present to our readers the chief portion of the Compulsory Educacational bill that has become a law in New York:

All parents and those who have the care of children shall instruct them, or cause them to be instructed, in spelling, reading, writing, English grammar, geography, and arithmetic. And every parent, guardian or other person having control and charge of any child between the ages of eight and fourteen years shall cause such child to attend some public or private day school at least fourteen weeks in each year, eight weeks at least of which attendance shall be consecutive, or to be instructed regularly at home at least fourteen weeks in each year in spelling, reading, writing, English grammar, geography and arithmetic, unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

No child under the age of fourteen years shall be employed by any person to labor in any business whatever during the school hours of any school day of the school term of the public school in the school district or the city where such child is, unless such child shall have attended some public or private day-school where instruction was given by a teacher qualified to instruct in spelling, reading, writing, geography, English grammar, and arithmetic, or shall have been regularly instructed at home in said branches, by some person qualified to instruct in the same, at least fourteen weeks of the fifty-two weeks next preceding any and every year in which such child shall be employed, and shall, at the time of such employment, deliver to the employer a certificate in writing, signed by the teacher, or a school trustee of the district or of a school, certifying to such attendance or instruction.

Every parent, guardian, or other person having control and charge of any child between the ages of eight and fourteen years, who has been temporarily discharged from employment in any business, in order to be afforded an opportunity to receive instruction or schooling, shall send such child to some public or private school, or shall cause such child to be regularly instructed as aforesaid at home for the period for which such child may have been so discharged, to the extent of at least fourteen weeks in all in each year, unless the physical or mental condition of the child is such as to render such an attendance or instruction inexpedient or impracticable.

In every case arising under this act where the parent, guardian, or other

person having the control of any child between the said ages of eight and fifteen years, is unable to provide such child for said fourteen weeks with the text-books required to be furnished to enable such child to attend school for said period, and shall so state in writing to the said trustee, the said trustee shall provide said text-books for said fourteen weeks at the public school for the use of such child, and the expense of the same shall be paid by the treasurer of said city or the supervisor of said town on the certificate of the said trustee, specifying the items furnished for the use of such child.

In case any person having the control of any child between the ages of eight and fourteen years, is unable to induce said child to attend school for the said fourteen weeks in each year, and shall so state in writing to said trustee, the said child shall from and after the date of the delivery to said trustee of said statement in writing, be deemed and dealt with as an habitual truant, and said person shall be relieved of all penalties incurred for said year after said date, under sections one, four and five of this act, as to such child.

Two weeks attendance at a half-time or evening school shall for all purposes of this act, be counted as one week at a day school.

QUERY BOX.

WE RISE TO EXPLAIN.

"I. M. M.," Farmington, Iowa, propounds the following query:

"Why does the JOURNAL put "jr.," "esq.," etc., in lower case, or at least begin them with small instead of capital letters? The JOURNAL is the first publication in which I have noticed it, and would like to see it rise and explain."

This we cheerfully do. The time was when printers were in the habit of capitalizing about every word of importance, as, "The School Committee of the Town made an able Report;" but of late years there has been a growing disposition on the part of printers and publishers to curtail the use of capital letters in composition,—a custom which has met the approval of people of taste on every hand. The example to which our querist adverts comes under this head, and this style has been adopted in many of the leading printing and publishing houses in Boston, New York, and other cities. Of course it is a matter of taste, and not an arbitrary rule; so that one is left to his own option in deciding in the premises. As to ourselves, we prefer the modern style in this regard. "John Smith, jr., esq.," may look a little odd to the eye unaccustomed to seeing it so put, but after it becomes familiar, we opine that most people of good judgment will give it the preference.

PRINTER.

Educational Intelligence.

MAINE.

The Somerset Academy at Athens, is to be enlarged this summer.

The High School course of lectures in Gardiner netted about $140. The amount will be expended for the benefit of the school.

The cost of the new Auburn grammar school house will be $20,963—of which $11,897 is for carpenter work, and $9,066 for mason work.

Rev. H. M. Eaton, formerly of Norridgewock, has been re-appointed superintendent of public schools in the town of Westerly, R. I., for the ensuing year.

J. Marshall Hawkes, principal of the Pembroke High School, was severely injured during the memorial services at Pembroke by the premature discharge of a cannon.

The prospects for the next freshman class of Bates College, are flattering Seventeen young gentlemen have already been admitted. It is thought the class will number about twenty-five persons.

Prof. Stanton of Bates College, wife and three sisters, will sail from Boston, July 11th, for Liverpool. They meditate a few months of European travel and then a quiet year of study in Germany.

Prof. White, of Bowdoin, with the scientific members of the junior class, spent a week of June on one of the Islands in the bay to give the students an opportunity to explore and study nature's specimens for themselves.

Dr. Torsey is to return to the active presidency of the Kent's Hill Female College at the commencement of the next term. The able faculty of last year has been re-elected, Miss Brigham, by election, occupying the same position she has so ably filled during the past two terms. Mr. Stone of Chicago, was elected to the Normal Department and also that of Natural Science. He is a gentleman of experience and culture, and will be a very valuable acquisition to the faculty. The friends of the Institution have reason to congratulate themselves upon its present state and future prospects. They will be glad to know that Dr. Torsey has so far recovered his health that he will take his accustomed place at the head of the faculty.

The Whig says that the annual examination and exhibition of the East Maine Conference Seminary occurred last week, and was very much enjoyed by those in attendance. On Monday and Tuesday the various classes were examined by the proper committees. Ample time was given to each class and several evinced great thoroughness on the part of the teachers. The

friends of the school will be pleased to learn that Prof. Forsyth, the accomplished principal, and Miss Donnell, the exact and thorough Preceptress, also Mrs. Chaffee, are to remain another year. Mr. White of Bowdoin College is to take the place of Prof. Haskell, who has been an important part of the institution for many years. The trustees of the seminary have decided to procure a thousand dollars' worth of apparatus to illustrate natural science, and a determined effort will be made to complete at once the endowment of $30,000.

Mr. Rounds, principal of the Western State Normal School at Farmington, paid a two days' visit to the schools of Lewiston, in company with the members of the graduating class of the Normal School. One division of the class escorted by Mr. Tash visited the schools on Lincoln street, and another division accompanied by Mr. Elder and Mr. Rounds, the Bates street schools. The same day the Grammar, Practice and Kindergarten schools were visited. The normal teachers expressed themselves as highly pleased with the schools of this city. The visit was more especially to observe the system of organization in Lewiston schools. The Farmington delegation were quite enthusiastic in their expressions of admiration of the Lincoln street schools, where the pupils are largely of foreign extraction. The pupils in these schools are remarkably alert and promising. It is not necessary that pupils should be in white pinafores to comprehend the "four 'R's." Lewiston has every reason to be proud of the actual condition and prospects of her public schools.

The Brunswick Telegraph says four or five months ago a farmer living in this town bought a piece of meat of one of our provision dealers, and took it home to be used in his family. He cut into the solid meat and was dumbfounded to find his knife penetrating a mass of hair, and small globules, which he took to be the eggs of some insect. The meat itself came from the shoulder of an ox. The farmer brought in the curious collection of hair and globules and gave it to us; we passed it to Prof. Carmichael, asking him to examine it at his leisure and report the result to us. When he first looked at it, he expressed the opinion that the globules were not eggs, but small collections of fatty matter; he, however, withheld a decided opinion, until the material could be examined under the microscope. Prof. Carmichael examined the globules as did medical gentlemen, and all concurred in the opinion that they consisted of fatty matter. The ox in licking itself or its companion had got a mass of hair into its throat; this hair had in time penetrated the tissues and became thoroughly imbedded in the muscle; the presence of the hair (a foreign body) had started inflammation, and the deposit of fatty matter was the result.

We are indebted to the Portland Press for the very accurate account of the annual examination and graduation exercises of the Eastern Normal School at Castine, which occurred on Wednesday and Thursday, May 27th, 28th. The State was represented by the Governor, the State Superintendent, and Messrs. A. H. Abbott, S. T. Pullen, S. A. Patten and J. W. Dresser of the

trustees. Messrs. Thompson, Dow, Downes, Files, and Grindle of the Council were also in attendance.

The examination of classes occurred on Wednesday, and occupying the entire day, covering the branches of Reading, Arithmetic, Geography, Philosophy, Astronomy, Physics, History, Literature, and Object Lessons. All these branches were considered with special reference to methods of instruction, and gave evidence, in the main, to the fidelity of the teachers in adherence to the primary object of the school. An exercise in Didactics in the large school room concluded the examination. In this the members of the graduating class were required to give their views on various school topics assigned them by lot. Their explanations showed a very satisfactory degree of self-reliance, thought, and originality, and they bore the running fire of questions from the examining officials with remarkable steadiness. They will undoubtedly find occasion to modify many of their views as to school government, text-books, and some other topics, but their training has evidently set them upon the path of independent and thoughtful enquiry in the right direction.

Wednesday evening the Alumni, of whom a large number were in attendance, held a reunion at the Normal Hall on which occasion a fine and scholarly address on "Heroism" was delivered by Rev. Mr. Forsythe of Bucksport seminary.

Thursday morning the exercises began at about 9½ A. M. The number of graduates was nineteen—eleven young ladies and eight young gentlemen, and the order of exercises was as follows:

"Signs of Progress,"—John E. Simpson, Sullivan.
The Normal Field Work,—Bessie Leach, North Castine.
Silent Influences,—Isabelle R. Lattie, Rockland.
Future of Maine,—Emma D. Averill, Fort Fairfield.
Self-Culture,—James S. Moore, Ellsworth.
Our Government,—David Bartlett, Lamoine.
Teaching the Little Ones,—Laura E. Arey, Camden.
Mary, Queen of Scots,—Teresa Taney, Bangor.
Transit of Venus,—David Plummer, West Winterport.
Sight and Insight,—Lavinia E. Pendleton, Islesboro.
Blossoming of the Mayflower,—Lizzie M. Jarvis, Castine.
Sub Terra,—George C. Emery, Sullivan.
Books and Brains,—Etta M. Gould, Monroe.
"Curfew shall not Ring To-night,"—Edna L. Piper, Belfast.
Arbitration versus War,—Ralph S. Bragg, Lincolnville.
Education of Woman,—Ellen R. Read, Belfast.
Tones from the Belfry,—Fred O. Young, Lincolnville.
Louis Agassiz, Teacher,—Mary J. Gale, Bangor.
Valedictory,—Winfield S. Laton, Etna.

On Thursday evening a social gathering of students and alumni occurred at Normal Hall and was undoubtedly enjoyed by the participants.

On the whole the exercises may be pronounced a decided success. The school is in admirable condition, with a strong corps of instructors and a good quality of material among the pupils. It is supplying a valuable element to the teaching force of Maine. The graduates all propose to teach—in fact an agreement to do so is a condition of admission—and many of the under-graduates will teach during the summer vacation. Fifty-five of the latter have already entered upon their summer work at wages considerably higher, on an average, than are paid those who have not enjoyed the benefits of this special training.

Miss Clara Bartley, who has been a valuable teacher in the school for some years, leaves for domestic reasons. Her loss is much regretted and her successor has not yet been chosen.

The class of this year is probably the best in material and promise that has ever been sent from the school and the prospects for next year are most encouraging. The school is, as we have said, in a thoroughly satisfactory condition and is one of the most useful and valuable of the public enterprises of the State.

MISCELLANEOUS.

There are over 14,500,000 children of school age in the United States.

17.230 students attended the twenty German universities last year. So much of the higher culture in a nation's life is a fact of immense import.

The Essex County, N. J., Teachers' Association, by a vote of 41 to 1, have decided that the law prohibiting corporal punishment in schools should be repealed.

There are sixteen parochial schools and colleges under Roman Catholic auspices in Boston, and it is expected that five more will be opened within a few months.

The Providence, R. I., Board of Aldermen has concurred with the Common Council in passing over the Mayor's veto a resolution for the payment of the teachers' salaries.

The total amount paid to the County Superintendents of Iowa last year was $88,739.08, or an average salary of $390.49 a year. Is that equal to the salaries paid sheriffs? If not, why not?

Illinois has but one state normal school to its two and a half millions of people, and two county normal schools. Another state normal school is chartered, but not in operation.

In Alabama, under the law forbidding the employment of teachers unless there is money to pay them, the schools have been closed for the year. The friends of education, headed by the State Superintendent, are laboring hard to have them re-opened. The State has used more than $1,200,000 of the school fund for other purposes, and is at present unable to restore the money.

An association of ladies has been formed for the endowment of a Ladies' chair of English Literature in Cornell College at Mt. Vernon, Iowa. It will be the first chair endowed by ladies in any college, and occupied by a lady Professor. The sum required is $20,000.

The new school law of Arkansas creates the office of county school superintendent, and wisely provides that the superintendent shall be elected by the school officers of the county. The term of office is unwisely limited to one year. The office of circuit superintendent, which proved very efficient in the organization of the school system, is abolished.

Supt. Andrews, of Steubenville, Ohio, advocates the use of the phonic method of teaching primary reading, with the notation marks of Webster. He holds that children can learn the sounds of the letters, thus indicated, as readily by Leigh's method, and the knowledge is of practical utility until after they have learned to read. The first reading lessons are placed on the board in both print and script letters, and the pupils read both from the very first.

The Province of New Brunswick is discussing vehemently the question of sectarian or non-sectarian public schools. There is an effort making to overturn the non-sectarian schools which are favored by the existing laws. The line of division is drawn between the Protestants and Catholics, the former favoring non-sectarian free schools, the latter separate schools. The Catholics demand that the money raised for the support of schools shall be divided between the different religious sects, each taking its proportion and establishing its own schools, making the basis of the school system religious or sectarian.

All the railroads leading into Detroit have declined to make any reduction of fare to the National Educational Association, save the Detroit and Bay City, the Grand Trunk, and Great Western. The Bay City will carry members at half fare. The committee are not yet prepared to announce the terms agreed upon with the Canada roads. Announcements will be made in those sections of the country reached by them soon.

The Northern Transportation Line of Steamers will carry members from Chicago to Detroit and return for $14.00 for the round trip. Teachers desiring to go by this route must apply to Hon. J. L. Pickard, Superintendent of Schools, Chicago, for a recommendation to the company. Mr. Pickard's office is at Nos. 84 and 86 Lasalle street.

Rates of fare at the different hotels in Detroit will be to members of the Association as follows: Russell House, $3.00 per day; Biddle House, $2.00 to $3.00; Michigan Exchange, $2.50; Antisdell House, $1.50; Franklin House, $1.50 to $2.00; Cass House, $1.50 to $2.00; Howard House, $2.00.

Duane Doty, esq., Superintendent of Schools at Detroit, is Chairman of the Local Committee. S. H. White, President.

A. P. Marble, Secretary.

Book Table.

NEW PUBLICATIONS.

MAINE REGISTER—1874. By Edmund S. Hoyt. Portland: Hoyt & Fogg.

This small volume contains more information in regard to the State than any other book which has been written; nor is this information of the past, but the time of the work is brought down to the first of May of the current year. Consider for a moment how valuable a book to have within your reach. You are teaching History of the United States. In this book, in a form condensed but readily comprehended, you find a list of all the Presidents, and also a list of the Cabinet officers. How many have any idea of the old Continental Congress and its officers? Here the whole thing is plainly placed before you, and many other matters of importance in regard to the United States. The Census, Members of Congress, United States Ministers abroad, etc.

Then in regard to our own State, we have a simple history of the State, its officers with their duties explained, a list of all the officers of the State since its admittance into the Union, the members of the last Legislature, the Rules and Regulations of the Senate and House, and, finally a list of all the towns in the State and a short history of each.

No book can be used to such advantage by the Teacher for the purpose of giving oral instruction to the pupils upon our own State. It should be the teacher's duty to impart some instruction in regard to the mode of the election of officers of the State. We recently visited a school and while we found them very correct in matters of United States History, and in the general matters of Maine, we also found them lacking in a correct knowledge of the duties of the officers of the two forms of government and the mode of election. This is a matter of importance, and if given to the whole school as an *object lesson* the result will always remain fixed in the minds of the pupils.

The price of the book, we think, is but $1.25, post-paid.

THE PARENT'S MANUAL. By Hiram Orcutt. Boston: Thompson, Brown & Co. Portland: Dresser, McLellan & Co.

Two years ago this distinguished author wrote an admirable book entitled "The Teacher's Manual." That volume treated of the duties of the teacher towards his pupils; this book treats of the duties of the parents in all the relations they sustain to their children, in the family, in the school, and in society during their minority. We wish every parent had this book and would give it his careful thought and attention. In that event we venture to say that the teacher would devote less time to the government of his school, and would thus develop in the mind of the pupil a better taste and appreciation for his studies.

WONDROUS STRANGE. By Mrs. C. T. Newby. Philadelphia: Peterson & Bro. Portland: C. J. Chisholm & Bro.

Mrs. Newby has obtained a wide-spread popularity from the brilliancy and vivacity of her words.

We have also received:

THE THIRTY-SEVENTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF MASSACHUSETTS.

WHAT WE OWE TO LOUIS AGASSIZ AS A TEACHER. An address by George B. Emerson.

CIRCULAR OF THE Youngstown Electic Institute, Mahoning County, Ohio.

THE AMERICAN PRIMER. By William J. Davis. Louisville, Ky.: J. P. Merlin & Co., Publishers.

TWENTIETH ANNUAL REPORT OF THE COMMON SCHOOLS FOR OHIO. Thomas W. Harvey, Superintendent.

SEX IN MIND AND EDUCATION. By Henry Maudsley, M. D.

ANNUAL REPORT OF THE ST. LOUIS PUBLIC SCHOOLS. William T. Harris, Superintendent.

AN ADDRESS to the Citizens of Kings County, New York, on defending our Common School system.

CATALOGUE of the Eastern State Normal School, Castine, Maine.

KINDERGARTEN TOYS AND HOW TO USE THEM, and Descriptive Catalogues, from E. Steiger.

A HISTORY OF AMERICA FOR THE "PEOPLE." We are glad to perceive that our publishers are beginning to show a disposition to cater to the wants of that very large class, who, possessing a literary taste and a desire to be well informed upon all matters of historical and general interest appertaining to their country, are debarred from gratifying it on account of limited means. Books of History, in fact, all books, are far too expensive in this country for this class, as, indeed, they are for the great masses, and the sooner our publishers come down to "hard money" prices the sooner will the book trade revive, and the masses, as in England, be enabled to buy books. It is a notorious fact that the majority of our people are sadly deficient in knowledge of their own country's history. It is with pleasure, therefore, we learn that a History of America for the people, by eminent and popular authors, is in preparation for early publication. It will embrace both North and South America, from the earliest discovery to the present time, extended Biographies of the Early Discoverers, and a complete General Summary of the Progress of the Country since it became an Independent Nation. It is designed to be full and complete concerning all points of interest to the masses, and be contained in one volume 4to of about one thousand pages, on clear, legible type, fully illustrated, and sold at a merely *nominal price, and thus be placed within the reach of all*, the publisher (HENRY S. ALLEN, of New York) relying upon large sales for reimbursement. It is proposed, and no expense will be spared, to make it emphatically the "People's" History, and sell it exclusively by subscription; by this means it will be brought directly to the attention of the class for whom it was prepared.

PETERSON'S MAGAZINE for July is already on our table, and as beautiful and fresh as the roses of summer. It has a graphic steel engraving, entitled "The Torn Trousers;" a superb, double-sized, colored fashion plate; about fifty other illustrations, in the shape of wood engravings; and some of the best original novelettes and stories we have ever read, among them the continuation of Mrs. Ann S. Stephens' powerful story, "The Marriage Certificate." A new volume begins with the July number, so that now is an excellent time to subscribe. The price is only two dollars a year, four copies for $6.50, or six copies for $9.00, and an *extra copy gratis to the person getting up the club.* Specimens are sent gratis, if written for, to persons wishing to get up clubs. Address Charles J. Peterson, 306 Chestnut street, Philadelphia, Pa.

THE NATIONAL SUNDAY SCHOOL TEACHER for June is a good number to get an idea from, of the use such a magazine can be to a teacher. It contains B. F. Jacobs' exposition of the Lessons, Prof. Joseph Haven on Ancient Sorcery, Rev. J. P. Gulliver on one God in both the Old and New Testaments, Rev. E. F. Williams' catalogues of Old Testament Miracles, Pres. J. M. Gregory develops the Law of the Teacher, and the editor on the Inspired Teacher. This, and "The Little Folks" for infant classes, are published by the Adams, Blackmer & Lyon Publishing Company, Chicago.

THE ILLUSTRATED CHRISTIAN WEEKLY send us a novelty in the shape of a miniature copy of their paper, reduced by photography to one-sixth the usual size. We see announced in it that for ONE DOLLAR, any one not at present a subscriber can receive the paper from now to the close of 1874, together with a copy of this curiosity. You cannot use a dollar in any better way than in securing this beautiful paper. Send to them at 150 Nassau street New York.

PURGATIVE PILLS have become a settled necessity with the American people. Indeed, cathartics always have been and always must be used, in some form, by all mankind. In this country, the pilular form of administration has been growing in favor since pills were first made of Aloes and Rhubarb, rolled into a ball. Their high position in the public confidence has finally been secured and fastened into permanency, by AYER'S CATHARTIC PILLS, the most skillful combination of medicine for the diseases they are intended to cure, that science can devise or art produce. Those who need pills, no longer hesitate what pills to take if they can get AYER'S PILLS.—*Wheeling (Va.) Press.*

Tennessee has 4,080 teachers and 417,442 children of school age (6-18). The average salary of teachers is $32 per month. About $30,600 has been donated to the public schools from the Peabody Fund during the past year.

THE MAINE

JOURNAL OF EDUCATION.

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THE EDUCATION AND HEALTH OF GIRLS.

SOME two years ago Dr. Clark read before the Woman's Reform Club of Boston, an essay on the identical co-education of the sexes. Then the attention of the public was called to a fact which must have long been apparent to the most unobserving teacher in all the higher grades of both public and private schools, the ill health existing among the female pupils. To the physiologist, the physical appearance of the girl graduates from our High and Normal schools, as they stand before the public to receive from the proper authorities certificates of their intellectual attainments, must suggest feelings far other than those of joy and congratulation, for he sees in their features pallid and sallow faces, and the air of lassitude and weariness, at what expense the coveted diplomas have been purchased. It is too sadly true that we send from our schools young women who are prodigies of intellectual excellence, but fearful examples of physical invalidism. Whether they go into the school-room as teachers, or engage in any of the occupations of life, they are found in point of health unfitted for them all. That our methods of education are entirely responsible for this, cannot be safely affirmed by one who considers the shameful disregard of health in the matter of diet and of dress, but that our methods of

school study and discipline aid in producing the wrong, no one can deny.

The writer is familiar with a school of eighty girls, in which at the present time there are not a dozen healthy ones above fifteen years of age. A young lady entirely free from headache, faintness, and lassitude, is the exception. The eye of the teacher is haunted by pale, anxious, and prematurely old faces, where, instead, should glow "the purple light of youth." The happy possessor of rosy cheeks and good animal vitality stands low in point of scholarship, while the successful scholar is either compelled to relinquish her work in the midst, or graduated with the possession of broken health, a burden and a curse that will embitter every remaining hour of life.

Now, if such is the deplorable result of our methods of education, it is the imperative duty of teachers to seek the remedy. A complete education recognizes as its basis a sound and vigorous body. The ideal womanhood, as well as the ideal manhood must be wrought, first of all, of tough, muscular fibre; and that method of education which does not contribute to this animal growth rather than detract from it, is totally, shamefully wrong. The first thing, then, in a system of education, is to look after the health of the pupil. But can this result be obtained by the identical co-education of the sexes? Can the same method of work be demanded of the girl as of the boy, and she not be injuriously affected by the persistence of the strain? Universal experience shows that girls do break down in the process of such education, and physiology points to this as the cause. In the public schools this condition of things cannot be completely remedied, except by the establishment for each sex of special schools of the higher grades, above the Grammar school, for instance, and then by the management of these schools according to the physiological needs of each sex. The partial correction of the present abuse, however, may be made by shortening the number of school hours. Six hours a day of close and continuous mental labor are too many, even for an adult. But these six hours represent but a part of the time spent in study by the most ambitious scholars in schools of the higher grades. Not only are all the hours of daylight employed, but sleep is robbed of much of the time it demands. This is a strain that a few, and only those of unusually vigorous constitutions, can endure. The practice which many cities have adopted of limiting their school

sessions to three hours in the morning and two in the afternoon, is an arrangement better calculated to promote the health of both sexes. A better plan still would be to require of all the female pupils in the High and Normal schools, an attendance upon the recitations only of the school. Leave to the choice of each one the manner and time for the preparation of the lessons. Set the requirements for a constant attendance upon these exercises. Be not too rigid, but so elastic that the ambitious pupils would not feel compelled to attend contrary to the demands of their health. Close and thorough written examinations at stated times would hold all to a strict and careful performance of the work assigned. Such a distinction in the education of the two sexes would go far to remove the serious objections to the present injurious system.

This question is one of the most important now presented to the attention of educators. The present condition of things can be no longer winked at. The inexorable logic of experience and of facts declares the present system of identical co-education impracticable and injurious. A change to a more rational method is imperative. The thousands of girls who suffer daily and in silence, demand it; mothers who in their own experience know well whither leads the school training of their daughters, demand it; the welfare of the republic and the hope of the race, call loudly for an education that shall be real and complete, not ignoring the needs of the body, but drawing out to soundness and perfection the utmost capacities of our dual nature—the animal and spiritual.

OLD AND NEW.

WITHOUT doubt, plan always precedes execution in Nature, for there are no experiments or accidents in God's works, but man seeing not the end from the beginning, has sought out many inventions, some proving valuable, some valueless when tested in practice. Theory is necessary to plan and progress, but its soundness depends upon the observation, thought, and experience, which have constituted its foundation.

The history of the rise and progress of education indicates that changes have been wrought with difficulty, that there have been a

few true reformers, while the masses have been content, in a great degree, to move slowly or to remain in comparative ignorance, but there has been sure progress, and great results have been obtained.

In ancient times the sons of the wealthy received an education, while the children of the poor were kept in ignorance. The theory that the powers of government were to be exercised by men of wealth, gave tone to the system of education. Our broader views of the rights of humanity lead us to disregard wealth and sex in a system of public instruction, but it may be questioned if the relation of education to government is so fully recognized now as then. President Grant's plan of filling offices by competitive examinations has not the breadth of the method pursued in China more than two thousand years ago, for there the necessity of the moral element in education was recognized, while with us it is practically ignored. In the theory of republican government universal education is a permanent factor, but practically it is not anywhere obligatory, and in many places it is impossible.

In this instance the theory is right, the practice wrong. True theory and practice are never at variance. Our system of common schools, which has served us so long, and in many respects so well, is practically far below our standard theory of public instruction, but there is a manifest tendency of the people to learn what the times demand in this direction, and to provide for the want.

While some theorists would revolutionize the matter and methods which have obtained in our schools, others who style themselves practical men, maintain that the old way is the right way. On this debatable ground the extreme views should meet, and from the light of free discussions the golden mean may be seen. The present course of study does not so much need to be changed as many suppose. It has been productive of great good in the line of discipline and information, and needs to be modified only so far as it has been abused, and to be extended to meet the wants of the times.

Edward Everett said, "a good education consists in ability to read the English language well, to write with despatch a neat, legible hand, and to be master of the first four rules of arithmetic, if you add the ability to write pure grammatical English, I regard it as an *excellent* education." If our common schools do not render it possible for the pupils to obtain the above education, the fault is with the time and the teacher, not with the course of study.

What we need is thoroughness of instruction in the branches now taught, with such additions to the course as the wants of the youthful mind and the demands of the age seem to require. The teachings of nature and the order of development of mind have been to a great extent overlooked by educators. The child needs to be trained to observation, to have his mind stored with those elementary principles of natural science which will constitute a basis for future knowledge and stimulate the mind to activity.

Drawing should be introduced as one of the first school employments of the child, for two reasons; to give employment to active hands and brains, which otherwise tire and sicken of the irksome restraint and dull monotony of school life, or turn their natural activity into paths of mischief and insubordination; and to train eye and hand, during this formative period, for future usefulness in the various employments of life. This is not hasty theory, but sound opinion based upon a knowledge of the powers and wants of the child, and the results of such training as is manifested by experience in schools in other countries and in our own land. In learning to read by the "Word Method" drawing will necessarily be introduced by practice in printing words. The fundamental principles of the art are now so clearly presented in several valuable series of books, that teachers of average ability can prepare to teach drawing.

The elementary principles of Botany are not understood by one per cent of the men and women who have received their education in our district schools. The results of this unnecessary ignorance are seen in poor farming and gardening, and the general absence of shade trees from the yards of our country houses, and of flowers from gardens and houses. What pertinent suggestions of nature and childhood have been unheeded by the teachers, as every returning June has decked the rough road to the old country school-house with flowers which the little ones have plucked to place upon her desk, or whose fragrance has been borne into the room by the summer breezes. These flowers were pages of truth from Nature's volume which the Author placed there to be read by the teacher to the children.

Who will say that Botany is not a study that nature and reason demand for our common schools? Simple object lessons in this branch will prove most interesting and instructive.

Our wisdom comes largely from a knowledge of the past, yet history as a study has hardly been recognized in our school course. Every American child should know of the origin and progress of the country with whose future prosperity he is to be identified. History may be profitably used with advanced classes as a reading book, in connection with which the Constitution of the United States should be studied, the teacher giving notes and comments.

Theoretically, English Grammar is designed to teach pupils "to speak and write the English language correctly;" practically, it does no such thing. The art of speaking and writing correctly must be taught by the teacher in language lessons given orally and drawn from books which are used in school. The science of language, technical grammar, requires the maturity of mind which is attained during the last few years of school attendance. In the study of English Grammar the teacher should eliminate such portions as are mere repetitions of Latin Grammar, and have no application in the structure of our language.

The study of Physiology is eminently practical, both for information and discipline. The structure and care of the body should be understood, that health may be secured and life prolonged, while the study of the wonderful mechanism and action of the human organization tends to develop the best powers of mind.

The theory that arithmetic is a most valuable branch of study for discipline and practical use is in the main true, but the time given to it and the method of teaching it have rendered the subject much more expensive in time, and much less valuable than is necessary. Quickness in the use of numbers, clearness and brevity in processes of analysis, and thoroughness of knowledge upon those portions, and *those only* which are used in business life, are results to be obtained if arithmetic in practice is to harmonize with the theory of its value. Half the time now wasted upon arithmetic is sufficient for the new branches named.

The *practical* element in the common-school course has been more ideal than real for want of any sound theory of education which recognizes the natural development of the mental powers, and the comparative value of different kinds of knowledge. Too many teachers have neither an original nor a borrowed theory of education, they have been content to "keep school" with little consideration of the

necessity of purpose and plan, and of the improvements which have been wrought in regard to methods and matter in the department of education during the past decade of years. We need sound, positive opinions, founded upon broad experience, careful reading and thought; that harmony of purpose and action which comes from comparison of views through our Journal, and County and State Associations. Thousands of teachers of good, natural abilities, are now in the field, let them feel that their opportunities and responsibilities are great, that education is a science, teaching professional work of the highest order, that dull, meaningless routine are out of place in the school-room, that every day's experience, every fact that can be learned, and every thought that can be evolved in relation to the subject, are to be collated and used in the every-day work of teaching.

What others have done and are doing in this field should be known by every earnest teacher. Crude theories and aimless practice must be banished from the work of those who desire and deserve success in teaching. G. T. F.

BLACK-BOARDS.

A BLACK-BOARD is an indispensable article of school-room furniture. It can be made to present any subject the teacher may desire, and, therefore, is of more value in one sense, than text-books. It is an invaluable aid in teaching writing, arithmetic, history, grammar, and geography. The topics of each lesson should be written upon the board, and the children be required to copy them before they take their seats. Maps, drawing lessons, diagrams, exercises in articulation, etc., may be placed upon the board.

Colored crayons give drawings a fine appearance. Country teachers, however, seldom use them. Not long since I taught a school a few miles back in the country, and used colored crayons quite freely to embellish the black-board. The children had never seen anything of the kind before, and their expressions of delight and wonder well repaid me for a little extra expense.

Black-boards should be newly painted nearly every term, as they

soon become defaced if used daily. I am going to make a confession which I fear will horrify some genteel city teacher.

I have often painted my own black-boards. Now don't hold up your hands in "holy horror." I do not consider it the least bit beneath the dignity of any true teacher to *paint black-boards.* Agents are, as a general thing, averse to making repairs, and it is often more work to get them to do a thing than it is to do it yourself. For the benefit of those who are not *fastidious*, I will give my method of painting black-boards.

Purchase a pint of shellac, and mix in lamp-black until it is of the consistency of cream. Then don an apron and an old pair of gloves and go to work. Spread the paint on as quickly as possible, as it soon dries, and if not put on rapidly will be apt to look streaked. It will harden in a day fit for use, and gives your board a smooth, hard surface. Of course, painting black-boards is not quite so nice work as fingering the piano-forte, but then "school-marms" ought not to be too particular. For my part, I am willing to do anything in reason for the good of my school.

I taught school not long since in a district where it seemed impossible to get the Agent interested enough even to provide a brush to clean the black-board after I had painted it. I was told that the former teacher allowed the children to use their hands and handkerchiefs for that purpose. I went to work and manufactured an article which, when done, I was quite proud of. I covered a flat piece of wood with cloth, and stuffed it with cotton-wool. The children declared that it "worked splendid." I afterwards improved it by covering it with sheep-skin.

Perhaps the idea of using hammer and nails may horrify the ladies more than the paint-brush question; but when Agents refuse to make necessary repairs, I think it time for the ladies to take the matter into their own hands.

Teachers, in order to be successful you must take a little extra trouble. No true teacher will sit quietly down and make no effort to improve her surroundings; therefore, be in earnest, be enthusiastic, and endeavor by every means in your power to build up your profession and to add dignity to your characters.

DEERING, ME. ELIZA H. MORTON.

SHOULD THE PUBLIC SCHOOL SYSTEM SUPPORT HIGH SCHOOLS?

THE American system of education is the necessary outgrowth of our free institutions. Universal education and universal freedom go hand in hand, the one dependent upon the other. History and experience teach that government and education keep pace with each other. As the government, so is its system of education. With us, the irregular system of educating by means of select school, academy and college, was just as surely destined to give place to public school, college, and university, as was the confederation of ninety years ago to be merged into the grander republic of to-day. The old system of education was quite as inadequate to secure the general diffusion of knowledge as was the confederation to guarantee the rights of its citizens. The transition from the old form of government to our present proud nationality has been a steady growth of almost a century. The change from the academic to our present system of education, has been a growth no less constant. In neither case is the development complete. Although we have been moving steadily onward, we have not yet reached our ideal republic; neither have we realized our ideal in education. We are only beginning to see the light. While we can justly claim that much has been done, we are at the same time forced to admit that much still remains to be done.

In some sections of the Union, the question of providing elementary instruction is still the absorbing question; but in Missouri, the great problem pressing for solution is "How can we fill up the gap now existing between the public school and our higher institutions of learning?"

The fact that many of our colleges are languishing for support and the attendance upon our State University but small, compared with what it should be, proves beyond doubt the existence of this gap. The fact that most of these institutions are compelled in self-defense to maintain a preparatory department, affords still further proof of its existence. Perhaps some may ask, "how came this condition of things when so much merit is claimed for the public schools?" The question is easily answered. The establishment of free district

schools has had the effect of closing most of the academies which, under the old regime, were the natural feeders of the college. The existence of the gap in question, is no argument against public schools in principle; it only shows that they have not yet grown to the full measure of requirement; that a further development is necessary to complete the connection.

There is some diversity of opinion as to the kind of school that should be selected for this purpose. Some, claiming that public education should not be extended beyond the district school, favor the academy. Others take a more liberal view of the subject, and advocate the establishment of public High Schools. The friends of the academy claim that High Schools cannot rightfully be maintained at the public expense. While admitting the right of the States to provide for elementary education, they argue that to provide for advanced instruction is going a step too far and invading the rights of the citizen. This seems a strange objection, indeed, to offer in a State that already boasts of its "free University." It is only a new phase of the old opposition to education of any kind at the public expense. Enlightened public opinion has forced a change of base. In granting the right of the State to provide for elementary education, they grant too much for the success of their argument. If the little discipline afforded by a short training in the elementary schools, adds to the safety of society, surely the good effect will be increased by extending and strengthening that discipline. It will not do to assume that higher education adds nothing to the safety of society. History and observation prove that as we descend the educational scale, the per centum of crime and pauperism increase. It is equally out of place to claim that by furnishing advanced instruction free, we are educating the few at the expense of the many, without any adequate return. Who among us is prepared to say that the recipient of a liberal education is the only one benefited by such education? Who is able to fix a limit to the elevating influence of higher education upon society?

It is sometimes argued that the High School cannot be made to occupy completely the ground between the district school on the one hand, and the College and University on the other; that with High Schools in full operation, there will yet remain a place for the academy to fill. To me it is difficult to conceive of a case in which

the academy can justly lay claim to this assumed superiority. In fact the High School has the advantage in many particulars. Being supplemental to the higher grades of the district school, it receives its students prepared to enter at once upon the advanced course; while the academy being sustained by individual patronage, is called upon to do more or less preparatory work. Again, in many instances where academies cannot be sustained, high school departments can be successfully maintained in connection with the district schools at a very small additional expense. The High School, too, being a part of a regular system of schools, has the advantage in point of uniformity in discipline and instruction.

It is sometimes objected that High Schools do not afford the advanced training necessary to prepare pupils to enter College. Should this charge be true (and in many cases it is not), it is no argument against the ability of High Schools to furnish such training. It is only an evidence that High Schools, like District Schools and Universities, are the result of a growth in education; and that some of them have not yet reached the required standard. Besides, as long as teachers differ in attainments, ability, will, power, and tact, similar criticisms may be passed upon some schools of every grade, from primary to University. The people may furnish all that is required at their hands, and yet our schools will be largely as the teachers make them.

The fact that district schools have had the effect of closing most of the academies, shows that far too many of our people are content with giving their children an education of the most elementary kind; and, further, that very many of our teachers are totally indifferent to the claims of higher education. The remedy is plain. The Professors in University, College, and Normal School, and the teachers in the public school must work together to insure success. Our whole educational force must be made available. Some of our college men must come down from the pedestal of superiority upon which they have heretofore stood, and strike hands with the humbler members of the teacher's profession. This exclusiveness has produced a species of antagonism on the part of teachers in the public schools, which has been detrimental to both public school and college. It has led to the popular fallacy that the two classes of institutions have no interest in common, and has exercised no small

influence in retarding the establishment of the High School, which, in the new order of things, is the natural substitute for the Academy. What is here laid at the door of the public-school teachers, has been rather a sin of omission than of commission. In the absence of the stimulus that should have reached him from the College, he has been content with a discharge of less than his whole duty. The time has come when we cannot afford to have one division of the great army of teachers arrayed against another. To achieve complete success, we must have practical unanimity of feeling and action; we must cultivate liberality of views, and a love for education, in its broadest and noblest sense.

Before we can reap a full harvest, there is a vast amount of field work to be done. It is quite certain that the people are not fully convinced of the necessity for High Schools; and it is equally certain that the teachers of the State are largely responsible for this condition of public sentiment. The remedy lies in a full discharge of the teacher's duty, both in school and out. The district schools must be worked up to something near a satisfactory standard. Our aim must be not only to teach well and thoroughly, but to instil into the minds of our pupils an ardent desire for more advanced mental culture. This will put the people right on the question, and ere long we will have prosperous High Schools in all parts of the State.

In order to bring our public-school system out of its present chaotic condition and enable every member of that system to perform his legitimate part of the educational work, a general course of study, based upon the true order of mental development, should be prepared for all grades of schools. This course should cover the whole ground from the beginning of the first year in the primary to the Freshman, or Sophomore year, in the University. It should be subdivided into parts, corresponding to the appropriate work of primary, grammar and High School.

As soon as possible this course of study should be adopted throughout the State. Graded schools, from the nature of their organization could accommodate themselves to it in a few months, each grade from the primary to the High School and high school department, commencing at its appropriate place in the course. Such towns as have not already provided for either High Schools or

high school departments, should be urged to do so as soon as the proper place in the course of study is reached.

By a hearty co-operation of City Superintendents and Principals of Schools, practical uniformity can soon be established in our towns and cities.

The same course of study can be readily followed in the rural districts, much to the advantage of a majority of those schools. It too frequently happens that the whims and preferences of transient teachers decide what studies shall be pursued. One teacher has geography for his hobby, and neglects other important studies. His successor extols the merits of arithmetic, and gives but little attention to anything else. A third comes, who, being a member of the Gradgrind family, teaches "facts, facts, nothing but facts." And so the infliction continues, year in, and year out; no definite object in view; the time almost wasted. A course of study is needed to break up this hobby teaching, give definite shape to the work in hand, and protect the children in their rights.

The sub-district course would comprehend the primary and part of the grammar-school course; the central school would embrace the remainder of the grammar school, and such part of the high-school course as might be found practicable. Where central schools are not already established, they can be successfully maintained in connection with the more advanced sub-district schools. Township Boards of Education may be authorized to provide their central-school graduates with scholarships in the nearest High School when desired, thus making the chain of connection complete from sub-district school to University.

The adoption of some such plan as this would enable teachers and officers to compare results, thus promoting a general and healthy rivalry in educational work. It would place in the hands of County Superintendents the means of correcting abuses now prevalent in many rural schools, and secure to the youth in those districts a large share of the advantages at present confined almost exclusively to our towns and cities. In short, it would give our school system the unity and vitality now so urgently needed to make it a power felt and respected in all parts of the commonwealth.—*Kansas Educational Journal.*

SPEAKING AND RECITATION DAY.

PERFECT stillness prevailed in the old school-room when the "master" announced before dismissing the school that "on next Friday afternoon there will be no recitations, but after hearing the reading lessons every young lady will read an original composition, and every young man commit a piece to memory, of poetry or prose, which he will speak from this stand, and who fails to do either will be punished!"

How the perspiration stood on the brows of the timid ones as the solemn speech was made! Even the boy who had put his mittens on under the desk and placed his foot out in the aisle all ready to "go" at the words, "school is dismissed," pulled off his mittens and began searching for a book to take home "to learn something out of," and whispered profanity, such as "darn it," "confound the luck," came up from behind the desks—and all felt as if there was to be an eclipse and no glass had been smoked, except the one smart chap who had "rather speak than not," and the girls who had big sisters at boarding-schools whose previous literary efforts at home afforded rare chances for plagiarism, which by a little help would deceive the teacher.

At last the anxiously-awaited day arrives, the forenoon is passed in the usual manner, but at noon there is a decided change made in the appearance of the scholars and the school-room. The big girls are dressed up for the occasion. Their gowns are of a finer texture than those worn during the week; some are adorned with their mother's breast-pin and a pair of "prize" ear-rings, white stockings take the place of "literary blue" or black ones, which would not look so well on the platform (for there were no trained dresses in those days); nearly all wore "beau catchers" plastered on the side of their foreheads, and charcoal from the fire-place had been used as a dentrifice during the intermission between fore and afternoon.

The little bare-footed girl appeared in bright, copper-toed shoes, and tape embroidered pantalettes of a nankeen style. With the boys there was also an attempt at improved toilette; boots had been greased, paper collars turned, and a portion of their "Sunday-go-to-meeting clothes" donned for the occasion. Shocky heads of hair

had been combed into partial subjection, and the boy with chapped hands had soaked his hands in bran and water until portions of the original cuticle were visible. The doctor's son exhaled a powerful aroma, all his father's flavoring essences, and the "tavern keeper's" boy had anointed himself with "Jamaica," as a substitute for "Bay Rum." The "master," to maintain a dignity equal to the occasion, had also exchanged his every-day coat for a "swing-tail" of fabulous length, and shiny in spots as a duck's wing. The bell rings—reading lessons are heard—books put away, the speaking platform cleared for work, and the show opens.

"Samuel Snubnose!" calls the teacher—and "Samuel," with a parting glance at his books, stumbles along toward the stand, where he becomes the target of a hundred eyes, and his face the color of a turkey gobbler's wattles. A bow, such as he would have made if a brick had struck him at that instant in the back of the head, and he essayed to speak:

"The curfew tolls the knell of parting day,
The lowing (pause) herd winds slowly o'er the lea.
The—the—(prompter) 'plowman'—plowman leaves the weary way,
And plods the dark to worldness and to me.
Save from the yonder ivy-mantled tower,
The moping moon doth to the owl complain (snickering),
Save (te he he he) where the beetle wields his best right bower,
And drowsy tinklings lull her distant reign."

The teacher raps on the desk and says: "Samel, no levity," and Samuel, who has forgotten pretty much all his "Clergy," concludes as follows:

"He rests his (ha ha) head (snort) upon the lap of yearth,
A youth to (prolonged snicker) unknown.
Melancholy marked him at his—birth,
And science frowned on him for her own."

Sam goes to his seat and holds his nose to keep from laughing out loud, while at a nod from the master "Lucinda Wirth" trips, all smiles and blushes, to the platform, and after "kurtseying," proceeds to read in an audible voice something about "Be kind to thy father." The teacher says "louder," and we catch a few words: "Your father loves you and has been at a great deal of expense a-bringing you up, and you should obey him and not—," here ensues a jumble of sounds, which no one can interpret, which cease, and after folding the

composition, Lucinda lays it on the teacher's table for inspection, "kurtseys" and goes to her seat. "George Francis Sprain," says the teacher, and a spruce-looking chap whose hair is goose-oiled into curliness, steps boldly to the front.

George likes this business—he is going to make a lawyer—and in a shrill voice he commences: "Not many generations ago, where you now sit encircled by all that embellishes civilized life, the wild fox nodded in the wind, and the thistle dug his hole unscared"—and so he goes on, transposing a sentence occasionally, but mainly right. We have seen George since he arrived at man's estate; he now stands in the police court and defends "drunks" for fifty cents a case, win or lose, and has acquired such a reputation that a judge always comes down harder on his client than on any others.

Miss Elizabeth Brandeth steps forward and in a Susan B. Anthony style reads a hifalutin description of country life—how "in the spring, when meadow larks are warbling, and geese squawking, she loves to go out into the fields and cull buttercups and see the little lambkins gamboling on the green grassy banks (green faro banks, her mother said she meant), and then return back to home again once more and help her mother stuff sausages."

Then "Charles Bashful" starts for the stand, accelerated in his motion by a pin thrust as he left his seat. He bows, and seeing the boys making faces, commences to snicker, until the teacher comes up by his side and raps his head with a ferule; this causes more mirth, then more raps, until he forgets his place and is locked up in the wood-box in disgrace.

The minister's son, "Melville Winterblossom," is then called to show the scholars how a good boy should speak. Melville looks as solemn as a vinegar jug, his "piece" has been selected by his parents, principally for its moral tone. He says: "I do most earnestly wish that I could induce all youthful individuals to divest religion of its gloomy and repulsive associations; but, my lords, I ask no respite from death; I am ready to die for my country, and sink, or swim, survive or perish. I am for the Union, one and inseparable. My lord, were I an American as an Englishman"—here the teacher, who has been trying to find the original of the orator's remarks, stops the medley, and Melville takes his seat. He had been crammed with so many pieces that he had not been able to distinguish between them,

and thus defeated his parents' aims. But why continue this subject? The good little girl recited "Mary's Lamb" nicely, and "the good little boy" spoke his anti-tobacco piece as follows:

"I'll never chew tobacco—no,
Said little Robert Reed,
I'll never put it in my mouth,
It is a filthy weed."

By the way, we saw this good boy a few days ago; he now chews a plug of tobacco like a horse, and smokes a clay pipe night and day. But it would be such a consolation to know what has become of the rest of that tribe of district-school orators, who "spoke their pieces" nearly a score of years ago.

CARING FOR PUPILS.

MANY teachers think that their duties end with the instruction and government of their pupils in school hours. Some do not even know where or how their pupils live. They meet their school as the transient lecturer meets an audience, and from thirty to fifty pupils are treated as if they all have the same home life and the same disposition. Such teachers may instruct well, even in an attractive and pleasant manner, but a little care for and interest in their pupils would add to their usefulness and success. The thought, "The teacher cares for me," touches the heart of the child, and adds a new zest to study.

There are teachers who perform their school duties as faithfully as others, and yet who have hearts large enough for each child to find an individual place therein. When any are absent from school, they find out *why*, and, if sickness be the cause, they either go to see them, or send a note of sympathy, so that both pupils and parents feel that they are remembered by the teacher. If a pupil is difficult to manage, they talk over the matter, in a friendly manner, with the parent—not to complain of the child, but to find out, if possible, more of its disposition, and the best modes of managing it. Such teachers generally have the co-operation of the parents, as well as the good-will of their pupils. Some portion of the time not spent in the school-room ought to be spent in exercise; then why may not

the teacher go, once in a while, to the homes of the pupils? It is true that some of these homes are not very pleasant, but the words of interest and kindness there spoken, like bread cast on the water, may come back to the teacher, ere many days go by, filling the heart with gladness. Then cultivate your pupils' acquaintance more in the school-room, on the play-ground, and in their homes, and you will make life-time friends.

Another duty of teachers is the *physical care* of their pupils. If headache is prevalent among them, its cause should be discovered, if possible, and removed. The room may contain too much foul air, or the temperature may be too high or too low, or the pupils may have played too hard at intermission, with too sudden a suspension of activity on entering the schoolroom, resulting in nervousness, or palpitation and headache, or a checking of perspiration, with a liability to take cold if checked too suddenly. By mingling with the children at play-time, the teacher can check them, if the play becomes too noisy, or the exercise too violent.

The manner of going up-stairs needs the teacher's observation and care, particularly with the girls, many of whom go "with a hop, skip and a jump," taking two or three steps at a time. Laying aside the want of propriety in ascending stairs in this manner, the more serious error is, that it is in direct opposition to the laws of health. The proper way to ascend stairs is to take one step at a time; and to place on the step the whole of the foot, and not merely the toe, as many do. A few weeks after I commenced teaching I went to my physician, complained of a tired feeling every time I had to ascend the stairs at school, and asked how I could prevent it. He said, "you go up quickly, and only place your toes on the steps, don't you?" I answered, "Yes." He then gave me the rule which I have mentioned above; and after I had broken myself of the habit referred to, I found it not so tiresome to go up and down stairs.

Again, the seating of pupils with respect to temperature, should receive attention. After they have once assigned seats to the pupils, some teachers will permit no change. They say, "If I permit one to change because his seat is too near the fire, or another because he is too far, I would have a constant changing, and much disorder would ensue." Severe cold weather does not usually last longer than a day or two, and when it does come and it is impossible to get the

room comfortably warm in all parts of it, pupils should not be obliged to suffer, lest *perfect order* be disturbed. By going round from place to place in the room, the teacher can ascertain who are in uncomfortable positions, and necessary changes can be made. In this manner countless requests to change seats and complaints of being too warm or too cold may be avoided. When children see the teacher is trying to make them comfortable, they are more apt to wait patiently till they can receive attention.

It is a rule in some schools, that no pupil shall eat his lunch in the school-room at noon. In pleasant weather, this is well enough, but when the weather is cold, or chilly, or damp, children ought to be allowed to eat their lunch in the school-room, if another suitable room is not provided. A noon lunch at school is apt to be cold comfort anyway, and no matter how nicely the room may be furnished, children should not be required to stand shivering in the cold to eat it. In answer to the objection that crumbs may be scattered and pieces of food be thrown around the room, and much noise be made, I would say, that there are few children who would refuse to sweep up the crumbs they may make, and the discipline of the school should prevent the throwing of food around the room and the making of unnecessary noise.

It may be objected that this would compel the teacher to remain in the school-room all noon-time, and not have any recreation. This need not be the case, except with very small children. The older pupils know *how* to behave properly, and if thrown on their honor, will, as a general thing, be true to it.

The above suggestions are not untried theories. They have been practically tested and proved true.—*Ruth C. Wainwright, in National Teacher.*

All ceremonies are, in themselves, very silly things; but yet a man of the world should know them. They are the outworks of manners and decency, which would be too often broken in upon, if it were not for that defence, which keeps the evening at a proper distance. It is for that reason that I always treat fools and coxcombs with great ceremony; true good breeding not being a sufficient barrier against them.—*Chesterfield.*

The greatest difficulties lie where we are not looking for them.—*Goethe.*

COMPULSORY EDUCATION.

THE idea of compulsory education is by no means so modern as has been claimed by many of its supporters. To those, who have read Plato, the following passage from the "Laws" will come with a new light when considered in its relation to the *universal* attendance of the young upon the public schools:

"In these several schools let there be dwellings for teachers who shall be brought from foreign parts by pay; and let them teach the frequenters of the school the art of war and the art of music; and they shall come not only if their parents please but if they do not please; and if then education is neglected, there shall be *compulsory attendance* of all and sundry, as the saying is, so far as this is possible; and the pupils shall be regarded as belonging to the *State* rather than their parents."

So also in Sparta, when Lycurgus reformed the government and had the entire management of the people, the youth, who were intended to arrive to the age of manhood, by his command were taken from their parents and educated by the State, and were brought up with the fundamental idea that to the State their first obedience was due, and for the State were they to give their lives, and to die for the State was to attain the highest praise.

The compulsory laws of Prussia resemble, as it seems to me, in a great measure the old laws of Sparta. The strong government to enforce all such laws caused them to be faithfully executed and consequently produced the most excellent results.

Many of the States in this country have passed laws compelling the attendance of the children between the ages of five and eighteen upon the public schools. It remains to see what will be the effect of the law and how well it will be enforced. The temperance question has been found hard to manage by legislation, and all the laws appertaining to this subject have been changed in the same way and in the same proportion as has public sentiment changed, and demanded a different state of things in that matter. Just so will be the method of enforcing or not enforcing the laws in regard to compulsory education. In those States that have tried such laws,—Connecticut I think is one—it was found that the execution of the law depended

almost entirely upon public opinion. The effect, then, of all such legislation must depend very much upon the circumstances under which trial is made. No matter how powerful or stringent the statues, there can be very little accomplished unless *some power* behind them sustains them and gives them force.

That coercion is a necessary element in a *complete* educational system is perhaps undeniable, but is there not much of practical value and importance that can and should be placed before it? Are there not many things that can and ought to be done which will reduce the necessity for coercive measures?

During the discussion of this subject before the Legislature of Pennsylvania during the past session, it was proven that should such a law pass, there were not school houses enough to hold the scholars that would attend school. If the idea of compulsion is made too prominent will not the popular mind obtain the impression that the education of children is an unwelcome duty, and like the payment of taxes regard it with repugnance?

While the law of New York—of which law we gave the principal parts last month—was under discussion, the Hon. H. H. Beecher, of Chenango, supported the bill by a speech, from which we give some extracts:

MR. CHAIRMAN—That "*the property of the State should educate the children of the State*," has long since ceased to be a matter of question or dispute.

That the children of the State have not received the full benefits which the ample provisions of our Free School System, in the wisdom of the legislature, have proffered to all, is likewise no longer an open question.

In this State, sir, according to the late report of the Superintendent of Public Instruction, there are, in round numbers, 1,522,000 children of school age, of whom 1,024,000 are represented or classified as attending for some part of the time, the common schools; 6,000 the normal schools; 31,000 the academies; 132,000 the private schools; 4,000 the colleges; making an aggregate of 1,197,000, leaving upwards of 325,000 who do not enter school at all, even for a single day in the year.

The *average* attendance is less than *two-thirds* of the above number enrolled, considerably less than *one-third* the whole number of

school age, and less than *one-half* of the whole number attending school during some portion of the year.

It is proposed, Mr. Chairman, in the bill before us, the provisions of which have been so admirably set forth by my friend from Tompkins, Mr. Bostwick, the able chairman of the Committee on Public Education, to go one step further than has hitherto been taken in this State. The right to tax one class for schools for the benefit of another is admitted; now, we insist that this other class shall enjoy the benefits of this generous gift.

Free public schools, which speak well for our philanthropy and are an honor to our Commonwealth, have for several years been in full operation in every part of the State where there are children of the school age. The pending measure simply proposes a progressive movement in order that the children may receive the full benefits of this free public instruction.

It is contemplated, viewed merely in a business way, to make the results of education commensurate to the cost.

Mr. Beecher then gives a brief history of the rise and progress of compulsory education both in the old world and the new, and that their laws all equally used by the monarchies and free governments:

The history of compulsory education, then, Mr. Chairman, shows that the laws requiring parents and guardians to send their children, or those entrusted to their charge, either to the public schools or to provide like education for them at home or in private schools, is not peculiar to despotism, but is the very invention of democracy itself, and is its main stay. It has now become common alike to absolute, constitutional and democratic forms of government, because they have discovered that it is the guaranty of prosperity to the State.

The freer the government the greater the necessity for universal education.

If the monarchies and governments of Europe have wisely taken the lead in this matter of compulsory education, it does not by any means follow that it is not just as needful and proper for us, in fact a necessity even more imperative, for our rulers are the people themselves.

If the monarchial governments of Europe have pre-eminently taken public education in charge and insisted upon making it general, it is because they have the sagacity to perceive that the new civ-

ilization which an overruling Providence has decreed for mankind, is distinguished by the power and diffusion of knowledge, and they aim to shape and direct it to their own safety.

If universal education is the means for an absolute monarchy to secure prosperity and power to its subjects, is it not still more necessary for a Republic? I know, Mr. Chairman, that the opposers of compulsory attendance upon schools represent it as an arbitrary interference with parental authority. The right of the parent to the guardianship of his children I am the last one to deny, for it is founded on his desire and ability to supply their physical and mental wants.

But, sir, suppose the ablity or desire does not exist, is the right of the parent to perpetuate ignorance above the right of the child to be educated?

It is the right and the duty of the parent to provide food and clothing for the child's body, but if the parent is unable to do it, this duty falls upon society; if the parent is able but unwilling to do it, and attempts to starve or freeze the child, society steps in and protects the child and punishes the parent.

The feeding and clothing the mind of the child is as much the duty of the parent as feeding and clothing the body, and where the parent is unable or unwilling to feed and clothe the mind, it is equally the duty of society to step in and by vigorous laws protect the child in its rights, and aid or punish the parent.

The orphan and the destitute, the cruelly abused and deserted, are provided for by the public.

Both property and children are taken from the habitually intemperate and insane.

Upon the general question of compulsory education, a superintendent of schools, eminent as authority, concisely states the ground on which it rests, as follows:

First. Compulsory education protects the nineteen out of twenty who are educating their children, against the one who, cruelly against his children and injuriously against the community, is counteracting what the other nineteen are doing.

Second. It involves the protection of innocence against wrong, for starving the mind is worse than inflicting injury on the body.

Third. If it is right to tax the property of all for the education of all, it is equally right to see that all are educated.

FOURTH. If it is the right of every child to receive food for the body, he has a higher right to nourishment to mature his higher powers of manhood.

I am aware, Mr. Chairman, that it is charged upon the friends of compulsory education that they over-estimate the extent of ignorance among the people. In answer to this charge I shall content myself with a single statement, leaving the much that might be said upon this and other points to other gentlemen who may desire to address the committee.

In 1870, in this Empire State there were 239,000 persons above the age of ten who could not read and write. There were 189,000 above the age of twenty-one who could not read and write, of whom 73,000 were male citizens and hence entitled to vote. The United States Commissioner of Education, in his report of 1872, informs us that over seventeen per cent of the adult males of the country who are essentially all voters, are illiterate. Of the 7,500,000 voters in the United States more than 1,000,000 cannot read the ballot they cast.

Were I asked, Mr. Chairman—and I shall detain the House but a moment longer—were I asked which of our public institutions to select to perpetuate the blessings of civil and religious liberty, I should name the common schools.

In our country, sir, above all others, the people rule; we have no aristocracy, no absolutism. The people rule themselves. It is a country of the people, for the people, and ruled by the people.

The rulers are trained up from the ranks of the people. The poor bondman, who but yesterday was sold at the auction block as merchandise, and received the stripes of his master, to-day walks the halls of legislation, the peer of the proudest. History is full of instances as to how the liberties of nations have been destroyed, and we are admonished that ignorance is the most dangerous thing in a government.

The lesson is simple. If we would have liberty perpetuated, we must not have a government made up of ignorance. If we are to be or would be, an intelligent people, the means are ample, if properly made available, by which our children may be prepared for places of trust in the affairs of the Nation.

If to the education of the schools and to the truths of Christian-

ity—made universal by universal education—we add the teaching of frugality and industry, and a laudable ambition to excel in all honest endeavor, in all well-doing, our free institutions will forever remain impregnable against the assaults of enemies within or foes without.

Then, sir, this Western Empire of ours, founded by the feeble crew of the "Mayflower" on Plymouth's ice-bound rock, amid suffering and tears, now laved by two oceans and bounded only by the Continent itself, will indeed be an asylum and a home for the needy and the oppressed of all lands and all climes—a land filled with intelligence, prosperity, and happiness.

"FINISHING HER EDUCATION" IN GERMANY.

I WAS not aware until I came to Germany of a very usual educational custom here, which seems to me to be so original, and at the same time to possess such peculiar merit, that it should be made known to the rest of the world.

As a general rule a Prussian girl finishes her school course at fourteen years of age. The new school law requires all children to be in school under the care of a teacher who has passed a government examination, from five until fourteen,—nine full years; so if her teachers have been as good as German teachers generally are she is by this time well enough stocked with knowledge for all the ordinary emergencies of life. The German *Muedchen* is now confirmed, having received from her pastor, or some other suitable person, special lessons to prepare her for this rite for one or more years beforehand.

Now that she has taken this great step in life she is considered no longer a child, and the next necessity is for her to learn housekeeping, which means learning to do with her own hands a great many things which girls in America in the same station leave to be done by servants. Sometimes she learns this at home, under the training of that German Haus-Frau, her mother. But a more favored plan is for her to go from home to the house generally of a pastor or teacher, and board there for some months, fulfilling all the duties of an elder daughter—that is of a *German* elder daughter.

I asked the young lady here lately why German girls should un-

dergo this expense and trouble to learn the simple household duties which they could just as well practice in their own family circle. "Oh, no," she said, "the feeling is very different; the girl has been a child all her life at home, and now that she has been confirmed, and is no longer subject to the school law, she must begin to be a *Fraulein*,—a young lady,—it would be very difficult for her suddenly to give up her childish ways, and assume responsible duties and a new position in the same circle where she has always been treated as a child; so she goes away and spends several months in diligently practising these new duties under kind but strict teaching; then when she comes back, she is ready to take her place, in her own estimation and that of others, as a useful little woman, ready to take upon herself a regular share of her mother's household duties; or if she has sisters, to alternate with them week by week in the care of the house and table. I tried this plan after I was confirmed," she continued, "and I assure you, *liebes Fraulein*, that it was a great benefit to me in every way. I will tell you all about my experiences.

I was sent to the house of an excellent pastor, a friend of my father, who had a kind young wife and a family of little children. There was only one maid-servant in the house, so there was of course a great deal for me to do. In the morning at six o'clock the maid always knocked at my door, and I had to rise and dress myself plainly and quickly, but very neatly, and go down into the kitchen. There I made the coffee while the maid attended to other duties. I had always to make three kinds of coffee in three different kinds of vessels; one sort stronger and better for the Herr Pastor, his wife and myself; another kind for the maid, and an innocent, mild, milk-coffee for the children. Then I washed and dressed the three children; combed and brushed and plaited their hair; set out their coffee for them; gave them the *Butterbrod* they were to carry to school, and sent them off. Then I took coffee with the Herr Pastor and his wife. After breakfast (*Kuffee* the Germans always call this first meal, because it generally consists only of coffee and bread and butter) I must wash all the breakfast things, except those which the maid had used; put them away and get everything ready for dinner. For this meal we always had soup, potatoes, the meat from which we had made the soup, and one sort of *Gemuese*" (this word in German stands for all sorts of boiled or stewed fresh vege-

tables, or mixtures of two kinds of vegetables, of which they are very fond). "Oh! what mistakes and blunders I used to make when I first began to get the dinner all by myself; sometimes a whole pot of soup was spilled over the stove or burned so that nobody would take any of it. But they were very patient with my failures and I soon learned to do better. Between breakfast and dinner I had to set the table for the second breakfast (*Fruehstueck*) and make a little coffee again; but that was only a few minutes' work. After dinner I washed and put away everything, set the table and prepared the Afternoon Coffee" (a meal which takes place at three o'clock or a little later in most German families). "Then I was quite free for the rest of the day; changed my dress and read, played on the piano, walked in the garden with the children, or did anything else I liked. The maid had finished by this time all her inside work of scrubbing, ironing, washing, and her outside work of milking, sweeping, or whatever else she had to do, and took all the care of preparing the supper and putting away the things off of my hands. I was treated for the first time in my life like a grown-up young lady; the maid was told always to address me as *Fraulein*, which was something very new and delightful to me. Then at Christmas, I had a table all to myself under the Christmas tree covered with pretty things from the kind Herr Pastor and the Frau Pastor, and the presents that had been sent me by my own dear folks at home, together with their Christmas letters of greeting, praising and encouraging me, and telling me how pleased they were to hear that I was so useful and industrious, and so cheerful and content. Oh, it certainly is a good plan for our German girls, and I hope it will always be kept up."

Perhaps my American readers will be a little curious to know how much a German girl pays for the privilege of thus doing the work of an additional servant in her friend's house. From thirteen to fifteen thalers per month, that is about ten or twelve dollars in gold, is the usual price *paid* (*not received*) by the young lady who performs these labors.

If the parents of the young Fraulein have the means or inclination to give her a still higher culture, after she has remained at home for a year or two practising her new household accomplishments, she is sent to a "*hoehere tochter-schule*," "higher daughter-school," literally, first-class boarding school, we would say. If it is intended to make

a teacher of her, she generally goes at eighteen years of age to a Normal Seminary such as the one in which I am boarding and goes through the two or three-years course, according to the grade of teacher for which it is her wish to obtain a government certificate. —*New York State Educational Journal.*

WHAT SYSTEM OF ORGANIZATION SHALL BE ADOPTED.

EXCEPT in the cities, the *district* system has generally prevailed in this country. Every one who has given the matter any attention is aware of the disadvantages of this system; and many earnest efforts have been made to remove the evil by a change to what is termed the *town* system.

In some States, the town system has been established by law; in others, enabling acts have been passed *allowing* the towns to abolish the *district*, and establish the *town* system.

The advantages of the town over the district system may here be considered.

1. Under town supervision, the schools would all be of the same length, giving the children in every family an equal amount of instruction; under district supervision, the length of the different schools varies from twelve to thirty-six weeks during the year. And as all parents are taxed equally, according to their ability, to support the public schools, and as every man is interested in the education of every other man's children, all should enjoy equal school advantages.

2. Under town supervision, just so many schools would be established as are needed, and no more. Under the district system, the number of schools is determined by old district lines, without regard to the number of pupils to be provided for. The result is, some of these schools are crowded much beyond the capacity of the buildings to accommodate, and others are so small that the advantages of classification and class emulation are entirely lost. And other evils result indirectly from the same cause. The small schools are likely to employ teachers of a lower grade; to have a more *stingy* outfit, and a less careful supervision.

3. Under the town system, the aggregate expenses of common schools would be much diminished. As at present managed, much money is wasted in building schoolhouses, employing teachers, and in running the schools. I have in mind an instance which will illustrate. There were in the town of L., five schools, in all of which there were only thirty-six pupils. In *one* other school, in the same town, there was the same number. Now, the *one* school was not too large to be profitable; indeed, it could be managed to much better advantage by a single teacher than the small school of *seven* pupils. This large school was in session twenty-nine weeks during the year under review, at an expense of $260. The five small schools, running the same number of weeks, with less efficient management and less satisfactory results, cost $2,430. This gives us the practical solution in figures which "do not lie." In the large school, the whole expense of twenty-nine weeks' schooling was $7.22 for each pupil; in the same schools for the same time, the actual expense, as estimated in the town report, was $67.50 per scholar. This estimate does not include the interest on the additional amount of school property invested in the five districts compared with the one.

4. Under town supervision, more skillful teachers can be employed and better furnished schoolhouses provided, and hence much more profitable schools secured. We cannot expect that a district of only two or three families having children to educate will be willing to incur the expense of building a new schoolhouse, and paying high salaries to their teachers.

But, under the town system, all the children in town would be provided for *equally*, and those in the rural districts would enjoy equal advantages with those in the large villages. This would be an important point gained, and would result in establishing good schools in the place of poor ones throughout the town and State.

5. The crowning advantage resulting from town supervision would be the establishment of a graded school of high order in the centre of the town, which would be accessible to all. This school would have three departments,—the *primary*, the *intermediate*, and the *academic*,—and would afford excellent facilities for evey grade of pupils fitting for business and for college. Such a town system of public schools would supplant the common mixed academies, leaving only a few classical schools of high order, and the higher seminaries

and colleges, where the graduates of the graded town-schools could finish their education.

6. More complete supervision of the schools would be secured under the town system. The town board of education would naturally be composed of cultivated and efficient men, and would act in concert for the common good of all. They would not only examine, but employ, the teachers; and hence would be able to secure those who are the best qualified and adapted to the different grades of the several schools.

These are some of the many advantages which would result from abolishing the district and establishing the town system. The utility of the change has been demonstrated both in town and State where the experiment has been tried. That will be a fortunate day for the cause of education when this true system of public instruction shall have been everywhere established; and it is the first duty of parents to demand and secure the school system here recommended.—*Orcutt's Parents' Manual.*

THE varying elastic force of vapors may be nicely shown by the following experiment. Take five barometer tubes; fill with mercury in the ordinary way and invert over a cistern of that metal. The mercury will stand at about the same height in all. Let No. 1 which has in the vacuum at the top only mercurial vapor remain to mark the height of the barometoric column and, as well, the pressure of mercurial vapor. Introduce into No. 2 a drop of water; into No. 3 a drop of alcohol; into No. 4 a drop of carbon bisulphide; into No. 5 a drop of ether. The mercury will be depressed in each tube by the vapor formed from the evaporation of the liquids introduced and will stand the lowest in No. 5, as ether is the most volatile of them all.

LET it not be imagined that the life of a good Christian must necessarily be a life of melancholy and gloominess; for he only resigns some pleasures to enjoy others infinitely greater.—*Pascal.*

THERE are not good things enough in life to indemnify us for the neglect of a single duty.—*Swetchine.*

Editorial Notes.

Last summer Maine lost the foremost educator in the State by the removal of Mr. Stone of the Portland High School, to Springfield, Mass. This summer, a man younger, but with a bright future before him, Mr. Lambert, of the Lewiston High School has been elected, and has accepted the principalship of the Fall River, Mass., High School.

We need the few men who have made their mark in the profession in Maine, and find that just when they begin to exert their influence on our public schools, then they are called to go up higher. Will it never be acknowledged by our School Committees that it is much better after educating a teacher to his position, to pay something to keep him, rather than to expend their money for the benefit of some other school and community ?

Much discussion of late has been had through the columns of the Portland Transcript between those favoring and those not favoring the High School law. In this number we give an article which was written for the West, but the tenor of the article will apply equally well to this latitude. We shall be pleased to hear from those who have any thing to say on this subject, and solicit the friends, as well as the opponents of this law, to give their ideas to the public through the JOURNAL. The more friendly discussion had upon these subjects the better, and the more united become all upon these questions.

It is time that some policy be brought to the front, in order to bring up the schools of Maine. There was never a more fitting time, or a better opportunity. That we need a strong, effective school system every one acknowledges. How shall we go to work to have it ? Let us hear from the friends of education.

The teachers of our City schools are now in the midst of their vacation. We trust that they will make every endeavor to enjoy themselves. Much depends upon the rest the teacher obtains. A vacation badly spent brings the teacher back to the duties of school life with a disposition to make every thing disagreeable about them. The scholars are all out of tune with the every-day of school life, and it needs all the freshness and vigor of a rested mind, brain and body, to make all things move regularly and in order. Of course idleness during vacation is to be deprecated; but a change of residence, of those things seen every day, the reading of books, yes, the reading

of some good books on the profession of teaching, the getting acquainted with those outside of the profession, will accomplish and give the much desired rest.

Last month we published an excellent article on "Our Schools." It was written by a strong friend of education, and by one who has every advantage of judging of the results of our schools.

We trust all of our readers will give that article a careful reading, and observe if the tenor of it does not hold good throughout the State. Whether his remarks and statements are not equally true of the section in which you dwell; and if they are true, are you doing anything to make them better?

Educational Intelligence.

MAINE.

The Times says that Moses R. Chase, principal of the Biddeford High School, has resigned.

We understand that Mr. Lambert accepts the position of Principal of the High School at Fall River.

Mr. Galen Allen, principal for the half dozen years past, retires from the profession of teaching to assume that of medicine.

The Mail says that eight students, including one young lady, are to come to Colby from Hebron Academy, which is under the charge of J. F. Moody, A. B.

The Press says that the new and beautiful High School building at Freeport was badly damaged by fire Sunday morning, July 19th. The fire was incendiary.

J. H. Sawyer, A. M., commences a term of ten weeks of the Lee Normal Academy, September 1st. Mr. Sawyer had a large school in the spring, and is very popular.

The Register says that there will be a reunion of the alumni of the Oxford Normal Institute at South Paris, August 18th, 19th, and 20th, consisting of various literary exercises, including an address by H. E. Swasey, esq.

The Biddeford Times says that B. R. Melcher, esq., principal of the Saco High School, has had several calls recently to teach elsewhere, but declined them all. One proposition was to go to Boston at a salary of $2400. He has been engaged by the school authorities of Saco to remain in that city two years longer.

The Whig says that the first examination for admission to the State College will take place on Thursday, August 6; the second, August 25. . . . One company of the Coburn Cadets, of the State College, will probably go into encampment with the State militia.

According to the Superintendent's report, there are 17 schools kept in the city of Bath, with 4 male and 33 female teachers employed. In the nine primary schools there are 956 pupils registered, with an average attendance of 778. In the four grammar schools the number registered is 600; average attendance, 541.

The annual meeting of the Trustees of the Hallowell Classical Institute was held at the new school building in Hallowell, July 1. It was voted that the Executive committee be authorized to employ a Principal at a salary not exceeding $2500. This liberal salary, it is thought, will secure first-class talent. The school has already an excellent assistant.

At the annual meeting of the Board of Trustees of Westbrook Seminary, the following officers were chosen for the ensuing year: President, Hon. S. F. Hersey; Vice President, David Torrey; Treasurer, Charles Fobes; Secretary, Greenville M. Stevens. Ara Cushman, of Auburn, and Charles E. Morrill, of Deering, were elected on the Board of Trustees.

State Superintendent Johnson has made up the places and dates of holding Teachers' Institutes this season, which are as follows: Kennebunk, August 3; Portland, August 10; Augusta, August 17; Rockland, August 24; Machias, August 31; Ellsworth, September 7; Houlton, September 14; Orono, September 21; Dover, September 28; Pittsfield, October 5; Searsport, October 12; Wiscasset, October 19; Solon, October 26; Farmington, November 2; Dixfield, November 9; Lewiston, November 16; The Institutes will continue five days each under the charge of Hon. John H. French, Vermont, assisted by W. J. Corthell, N. A. Luce, and Supt. Johnson.

The action of the board of Trustees of Colby university in accepting the proposition of the Trustees of Gorham academy, is considered by those who are best calculated to judge, as one that will prove of great advantage to that university as well as a result that will confer additional strength and honor on one of the oldest and most respected academies in New England. Gorham academy has been in successful operation over seventy years. It is understood that an active effort will be immediately made by the financial secretary of the university to raise by contribution a sum of at least $50,000, as a permanent fund for the benefit of this institution, and the entire property and control of the institution is to be put in the hands of the Trustees of Colby university. The Trustees of Gorham academy have agreed to furnish $11,000 of this amount in cash, and to hand over all the property of the institution, valued at $30,000. Gorham is a pleasant village, and commands superior advantages for a successful institution.

THE MAINE TEACHERS' CONVENTION will be held at Rockland, commencing August 25th. The following is the order of exercises:

Tuesday, 2 P. M. 1. Call to order—President; 2. Reading Minutes—Secretary; 3. Reports of Officers; 4. Essay—"The Teacher's Power"—W. O. Fletcher, Warren; 5. Address by Rev. Dr. Tefft, Bangor.

Tuesday Evening. 1. Opening Address, by the President, G. T. Fletcher, Castine; 2. Address of welcome—Rev. S. L. B. Chase, Rockland; 3. Address—"Imagination in Space"—Rev. Dr. Hill, Portland.

Wednesday, 9½ A. M. 1. Essay—"Kindergarten System in Primary Schools"—Thomas Tash, Lewiston; 2. Essay—"Normal School"—Warren Johnson, Augusta; 3. Essay—"How can we best make our schools free schools"—S. Libbey, Orono.

Wednesday, P. M. 1. Essay—Miss H. A. Coffin, Castine; 2. Essay—"Elevation of Standards"—A. E. Chase, Portland; 3. Essay—"Am I"—A. A. Woodbridge, Rockland; 4. Address—Hon. G. F. Talbot, Portland.

Wednesday Evening. 1. Essay—R. M. Jones, Vassalboro; 2. Essay—Prof. Vose, Brunswick; 3. Address—Gov. Dingley, Lewiston.

Thursday, A. M. 1. Essay—N. H. Lambert, Lewiston; 2. Election of Officers; 3. Essay—Natural Science in common schools—C. B. Stetson, Boston; 4. Reports of Committees, and adjournment.

All essays and addresses will be followed by discussion on the subjects of the same.

The railroad and steamboat lines in the State will sell excursion tickets good for the week of the Association for one fare the round trip.

The examination, decennial and graduation exercises of the Western State Normal School, at Farmington, took place on the first Wednesday and Thursday in July. The governor and several members of the council, and the trustees of the normal school, were present. Wednesday the various classes were examined in geometry, arithmetic, literature, natural philosophy, astronomy, geography, mental philosophy, chemistry, botany and didactics. The exercises of the primary model school were very interesting. Wednesday evening Rev. Dr. Hill, of Portland, delivered an able address on Education, which, he said, consists of (1) the development of the bodily health and skill, (2) development of intellect, (3) cultivation of taste and sentiment, and (4) the training of the will. True education demanded development in all these directions, but Dr. H. confined his discussion to intellectual development. The intellectual powers are (1) the perceptive faculties, (2) conceptive or imaginative powers, and (3) reasoning powers; and these faculties, mature in the order indicated. The natural course of education, therefore, indicates that the child should be first taught form and space; second, the properties of objects; third, character; fourth, mental characteristics; and finally spiritual truths.

After the lecture a reunion of the alumni was held in Normal Hall, which

. been beautifully decorated with flowers, evergreens, flags, and appropri-
mottoes for the happy occasion.

hursday forenoon after the business meeting of the alumni association,
f. Kelsey gave an account of the difficulties which he and others encoun-
d when laboring to establish this Normal School. Messsrs. Woodbury
Rounds followed, complimenting Mr. Kelsey for the manner of founda-
ı laid for the school, over which he was the first principal, stating that
y had endeavored to carry out the ideas, in general, of the first teacher.
E. C. Robbins, class of '72, now principal of the High School at Sacarappa,
d an able and interesting paper on "The relations of Free High Schools to
rmal Schools," which closed the forenoon's exercises.

The graduation exercises took place at 3 o'clock in Normal Hall.

36 students have been present during the term just closed, and 197 have
aduated from the school since its establishment, and about 1000 different
pils have been connected with it. The vote of the former meeting pro-
ling for three terms at the Western Normal School was reconsidered, and
e system remains as heretofore—two terms each year—much to the grati-
ation of all concerned. The present teachers were re-elected.

MISCELLANEOUS.

Phillips Exeter Academy will receive over $40,000 by the will of the late eremiah Kingman, of Barrington.

A collection of minerals, fossils, fossil foot-prints, etc., has just been pre-ented to the Stevens High School, Claremont, by Bela Chapin.

A district schoolmaster in one of the upper counties of Michigan, was sked what algebra he preferred, and he replied: "Oh, I ain't particular—most any kind that will just peel the hide when you strike."

A New Jersey teacher has taught a school of sixty-five pupils for two years, during which time not a single resident has visited her school. It is now proposed to dismiss her, because she "wastes" three days in each month in reviews and examinations.

There is an increase of 7,431 in the school attendance of South Carolina this year: Common schools during year 1873, 1,949; teachers, 2,185; common schools the present year, 2,017; teachers, 2,310; increase in number of schools, 68; increase of teachers, 125.

In Ohio there are expended of the State revenues $250,000 for the schools, and $174,000 annually for the prosecution and transportation to the penitentiary of convicts who are ignorant and therefore vicious. It is found that in the same State it costs $2.83 to educate a child and $4.16 to convict a criminal!

The seventh annual Catalogue of the North Missouri State Normal School, at Kirksville, has been received, and shows an attendance during the past year of over 700 students. This is, probably, larger than the attendance of any other collegiate institution west of the Mississippi. Tuition is free, and students are welcomed from any county or State.

Miss Agnes Strickland, whose death was announced July 14th, at the age of 68, was one of the most scholarly and industrious of recent historical writers. She was born at Reydon Hall, Suffolk, England, in 1805, and was the daughter of a country gentleman, who, taking the utmost pains with the education of his daughters, Agnes and Elizabeth, gave their minds that scholarly bent which ever afterwards distinguished them.

A bill has been introduced into the British Parliament to limit the amount of work required of children, young persons, and women in factories. The bill provides that after September 1, 1876, no child under ten shall be employed in any factory; and after this same date a young person shall not be employed in a factory otherwise than as a child may be employed, unless he or she shall be certified by an inspector of schools to have received a certain amount of schooling.

Quincy College, Ill., is to be reopened this Fall, with favorable prospects. Arrangements have been made for suspending Johnson College, of Macon City, Mo., and transferring its proceeds, together with all its subscriptions, which will amount to nearly $40,000, to Quincy. Professor E. W. Hall, of New York, who has lately been President of Johnson College, at Macon City, has been elected President.

The Board of Visitors of the Indiana State University report that the experiments of coeducation in that institution have proved to be entirely successful. The Visitors say: "The manners and the morals of the young men have undergone a remarkable transformation; where rudeness and vulgarity were formerly the rule, now they are found to be the exception. Nor has the intellectual training of the students suffered any loss by the introduction of the young women. A fair comparison will show that the young ladies are in no respect inferior to their brethren in all the qualities that go to make the scholar.

SCHOOL SUPERINTENDENCE BRITISH INDIA. Each province has a director of public instruction, inspectors of circles or divisions, and sub-inspectors. These visit all schools and report. Each director makes an annual report to the chief civil officer of the government under which he acts. One inspector of female schools is a Christian woman.

The directors are gentlemen of high qualifications and well paid. Their remarks and those of the inspectors, are very severe and personal. There does not seem to be any desire to make a good report when it is not deserved, and the semi-despotic system which prevails is highly favourable to honesty in this respect.

EDUCATION IN BRITISH INDIA. Education is extending rapidly in British India. We find the following statistics in the Friend of India in reference to the Madras Presidency, which give a very interesting view of the subject. On the 31st of March, 1870, the total number of schools and colleges connected with the Department of Public Instruction for that Presidency was 3,134, with an attendance of 105,455 pupils. A year after, the schools had increased to 3,479, and the pupils to 115,212, an increase in one year of 345 institutions, and 9,757 pupils. The most of the increase arose from private schools receiving grants according to results. Of the 115,212 scholars, 548 were Europeans, 4,244 East Indians, 12,276 Native Christians, 93,830 Hindoos, 4,301 Mohammedans, and 13 Parsees. More noticeable than all, 10,185 were girls.

Book Table.

NEW PUBLICATIONS.

THE BRIGAND. By Victor Hugo. Philadelphia: T. B. Peterson & Bro. Portland: C. R. Chisholm & Bro.

Of all the writers of our day, Victor Hugo is the only one who can claim to rank with the great masters of imaginative literature. "The Brigand; or, The Demon of the North," is for sale by all booksellers, or copies of it will be sent to any one, post-paid, by the publishers, on receipt of price by them.

PECK'S COMPLETE ARITHMETIC. By Wm. G. Peck. New York and Chicago: A. S. Barnes & Co. Price 90 cents by mail, post-paid.

The arrangement and the execution of this book are equally good.

We have also received:

SUNSHINE AND SHADOW, from T. B. Peterson & Bro.

This book will make the ninth volume of the new, cheap, and popular edition of the works of Mrs. C. J. Newby, now in course of publication by them.

CATALOGUE of the Cumberland Valley State Normal School, Shippensburg, Penn.

CATALOGUE of the Western State Normal School, Farmington, Me.

ANNUAL REPORT of the Board of Education of the State of Connecticut.

CATALOGUE of the Michigan State Normal School.

A NEW MUSIC BOOK FOR DAY SCHOOLS. We call the especial attention of teachers and School Committees to the advertisement of Messrs. Ogden & Leslie's new music book "Silver Carols." The reputation of the authors makes it out certain that the new book is all that its publisher claims for it. Specimen pages will be sent free to any address. Write to W. W. Whitney, Toledo, Ohio.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

The August number of OLD and NEW is a very good specimen of this valuable monthly.

OLIVER OPTIC'S MAGAZINE for August contains eighty pages of illustrated reading, fresh, bright, vivacious and attractive. Published by Lee & Shepard, Boston, at $3.00 per year.

THE ST. NICHOLAS magazine, issued by Scribner & Co., is the leading favorite among the publications for young people. The illustrations are always first-class, both in design and engraving, and the reading matter is from the pens of our best writers.

The August number of HARPER'S MAGAZINE opens with an article entitled the "Queen of the Aquidneck," containing a medley of information about Newport, and is illustrated with a profusion of pictures of quaint old buildings and picturesque new villas and forest and ocean views.

Story readers will, of course, consider that the interest of LIPPINCOTT'S MAGAZINE for August centres in William Black's new story, "Three Feathers," and the four long chapters of it which are given are of the kind which forbid "skipping" and hold the attention closely. The two illustrated articles are "The New Hyperion," and "A Tour in the China Seas."

It is a long but delightful journey through the August SCRIBNER'S from the very first page to the last. At the start is another of Mr. Edward King's admirable and entertaining papers, giving us more information than we ever had before of "The Great South." Among the other articles is a paper, the first of a series, on "Recollections of Charles Sumner," written by Mr. A. B. Johnson, long his private secretary.

THE GALAXY for August is meet and appropriate for warm weather, and offers an inviting programme of light and refreshing reading. The pleasantest article in the number is Mr. Rhode's sketch of Edmond About, the great French novelist and wit, who seems to have natural gifts for every art and profession under the sun. Besides the above articles there are several stories and poems, and the usual departments of science, literature, and current gossip.

THE INTERNATIONAL REVIEW furnishes its readers with articles from the pens of the best writers in Europe and America. It is of practical value to teachers since it treats of the great questions of the time; literary, scientific, social, national, and religious. It is issued six times a year.

The number for July—August, has the following contents: Wm. Cullen Bryant and his writings, by Ray Palmer, D. D.; Coal and its supply, by Prof. E. B. Andrews; Thirteen years of freedom in Italy, by Prof. Gubernatis, of Florence; The Catholic Reformation in Switzerland; The new revision of the English Bible; The Orthodox Church, and book reviews.

THE MAINE

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HIGH SCHOOLS.

WHAT provision shall be made for the High School in a scheme of public instruction is a question of vast importance in settling definitely the educational interests of the State. Heretofore, the cities and larger towns only have considered their maintainance practicable, and in these, they have been regarded rather as schools preparatory for courses of study in higher institutions of learning than as a higher grade in the system of Common schools, and especially adapted as a wider field of instruction, than the Grammar schools are, for those who cannot avail themselves of the fuller courses which Colleges and Professional schools present.

Now that the fostering liberality of the State has made the establishment of High schools more general, they may be considered as forming an integral part of our Common school system to be permanently supported at the public expense. If they be made to answer, as they may be, the reasonable demands of the public as means of furnishing a higher, more complete and practical education for all of suitable age, they must become as essential a part of the public-school system as are now the schools which only furnish such fundamental elements of an education as supply what is barely necessary

for participation in the commonest concerns of life in an intelligent community.

The constantly increasing demand for facilities, whereby a course of instruction may be afforded more extended than has heretofore been offered by the public schools, make this question, What grades of schools shall be included in a scheme of public instruction, a matter of grave importance.

Provision for such general education as shall give to all whatever acquisitions the schools can supply to furnish the intelligence and culture which skilled labor and the most successful pursuit of industrial callings render essential, is of supreme moment.

Any State that now claims an influential place among nations must make the education of its people a prominent feature of governmental policy, and, as a rule, States rank highest in influence and power which make amplest provision for general education. It may be taken as practically settled that communities in which provision is not made for higher education than can now be acquired in the schools where are taught only such fundamental branches of study as are barely sufficient to guard against the impositions and evils total ignorance is subject to—such communities must see themselves left behind by more liberal competitors for position and influence.

And, too, in the matter of individual advancement and success, the competition every year grows sharper, and he stands best arrayed for the contest, whose mind through careful cultivation has amplest resources to meet exigencies, and adapt himself to them as they arise.

Our public schools will be equal to the demands imposed by the intelligent progress of our advancing age, only when they are proved to be certain means of fitting, so far as schools can fit, youths for the many positions in life, opened to skilled labor and high culture, and making intelligent citizens skilled in the conduct of affairs and capable of holding with honor the places of trust, that fall to the lot of many in a "government of the people for the people." Then they will commend themselves to a hearty public support, and a constantly broadening field of action will open to them.

The High school then must supplement the work of the Grammar school, and be for a large majority the sole means of instruction in the higher branches of study. In a perfected system their united work should be a completed whole, and the work of the latter point

to and prepare for that of the former. Then the perfectness of results that comes from unity of design may be realized in this most important matter of education for the active duties of life.

First then—of prime importance indeed—is the study of the English language and literature, the practice of correct expression in speaking and writing, and the cultivation of a love of profitable reading. How deficient the training in these has generally been even in the higher schools, is sadly proved in the experience of many a victim to the inexcusable neglect of the proper study of our own language.

The High school can, in the hands of accomplished teachers, do a work of inestimable value in this department of education, and make attractive a study, which, as usually pursued, has almost universally proved the detestation of pupils. Experience has fully proved that, while rules, however elaborate, furnish no adequate system for intelligent and pleasing thought and expression, the careful study of the valuable thoughts and best modes of expression in a language, gives, most surely, the power of attractive original expression to the pupil; and the teacher should, at the outset, make all possible sources contribute to the realization of such desirable results, and, by illustration and anecdote, by biography and history, and the intelligent analysis of an author's best thoughts and forms of expression, make the study, first of all things, *attractive*. Then the delights and benefits of this study can hardly fail to be fully appreciated both by the pupil and teacher. Most emphatically, in this case does such pursuit of a study beget the love of it.

In close connection with and dependent upon the work of the schools lies a thorough knowledge of the somewhat complicated structure of our Government—the ideas upon which it rests, and the relations the National, State and Municipal features of it bear one to the other.

For active participation in the conduct of affairs which such a form of government imposes upon all, a thorough understanding and appreciation of its manifold workings and possibilities is vitally essential. Such understanding and appreciation affect intimately the well-being of the individual and the prosperity of the State. The management of public affairs cannot be safely ignored by any citizen and intrusted to the professional politician. With us, an accurate

knowledge of the rights and duties of republican citizenship ranks among the most necessary, as it does among the most valuable, of the acquisitions of life. Many State Constitutions impose it as a duty upon the schools to impart such knowledge equally with the inculcation of the virtues.

The teacher may make this study lead directly to the pleasant and profitable study of History:—first, by the investigation both of the workings of our system of government under the Constitution and of the ideas and events which led to its formation,—involving all the valuable portions of our Colonial History; and, secondly, the origin and establishment, more or less successfully of the underlying principles of the Constitution as developed in the history of the Mother Country.

Researches in the domain of the Physical Sciences have latterly engrossed the labors of so many of the best minds, and the discoveries in the various departments have been so numerous and valuable —the questionings of Nature so close, and the answers elicited so marvellous—that the importance of these as studies can scarcely be overrated. Even if their study does not, as those most profoundly versed in them affirm they do, furnish the most effective mental discipline—certainly the endless variety of useful knowledge they furnish, entitles them to a conspicuous place in our schemes of education. The vast advance in the useful arts, resulting from the application of scientific discoveries has been fraught with such blessings to the world, that claims for these studies to be ranked as of fundamental importance cannot be successfully contested. The incentives their brilliant record offers to research have not a parallel in the whole realm of study. Some general knowledge, at least, of what has been accomplished by scientific investigation and discovery, is demanded for a claim to ordinary intelligence, and the schools are, of course, called to afford suitable instruction in these departments of knowledge. To mention the higher Mathematics, and Mental and Moral Science, as, of course, holding a prominent place in a High school course of study is here sufficient recognition of their unquestioned importance.

In what relation should these schools stand to the College? Did the question apply to establishing a complete system of public instruction where none had before existed, the answer could be given without hesitation.

We conceive a complete system of public schools to culminate in the University, and this to be as indispensable to a perfect system as any lower grade of schools is. But in the older States, at least, practical difficulties stand in the way of such a system. Colleges have been founded by private benefactions and largely in the interests of religious denominations. These conditions are unquestioned obstacles in the way of their claiming public support. As the colleges are now conditioned, the public High schools, except perhaps in the larger cities, cannot properly make a preparatory College course the leading feature of their work.

It is not unreasonable, however, to hope that, when the High schools have been proved indispensable in securing what are considered the more clearly practical results, and have become securely established, the single step of completing their perfect sphere of action will be taken, and they become the principal means of preparing pupils for the higher institutions. How this result may be secured and all related interests, both public and private, be advanced and the great work of education be most successfully carried on calls for calm deliberation and earnest action on the part both of College authorities and the advocates of a complete system of public instruction. That all interests may be harmonized and the widest advantage be thus gained to the cause of universal education, invests the part of the discussion, merely introduced here, with profound interest.

Many will deem the fact that the immediate control of these schools, will probably be intrusted to male teachers as really one of the most desirable results of their institution, inasmuch as in this way the proportion of female teachers will be reduced. Whether or not the quite generally established practice of employing female teachers exclusively, in our Grammar schools is adapted to secure the best type of mental development, and whether or not there is needed for the best results of instruction more of the specific influence of the masculine mind, and questions which these interrogatories suggest, are topics that invite an independent discussion involving the interests of the Grammar schools as well as of the High school.

HABIT is a cable. We weave a thread of it every day, and at last we cannot break it.—*Horace Mann.*

SEX AND SENSE IN EDUCATION.

THE recent book by Dr. Clarke on "Sex in Education," and the various replies to the same will be productive of good, but not so much on account of the truth which they present as through the thought and discussion which they will induce.

Dr. Clarke asserts that co-education of the sexes is impossible if woman's health is to be maintained, that school girls, and of course female teachers, are physically unable to labor more than three weeks out of every four. While Dr. Hayes makes the stronger assertion that "woman is an invalid during fifteen or twenty days of every month."

In contradiction of these statements one medical writer says "woman's seeming indisposition at certain regular periods being a natural action of her physical organization is really a state of health."

New facts and common sense show that between these extremes of views there is a golden mean. The assertion made in "Woman's Education and Health" that as some women have worked continuously for years without inconvenience, Dr. Clarke's theory cannot be true" is no more to be taken as evidence than the fact that I lived in Illinois a year without a "shake" refutes the statement of many people that fever and ague prevail in that State; we are after general principles rather than particular cases. But the fact that females have so generally disregarded this law of quarterly rest which Dr. Clarke has discovered, and still live, and have made and are making a record of hard and high physical and intellectual work fully commensurate with their natural ability, disproves much that is said in "Sex in Education."

Though the advocates of woman's rights may demand more than nature allows to the sex in the fields of the world's industry, yet there is little, if any doubt that woman is physically and intellectually able to hold her present position in private and public life, and to rise to higher positions of honor and usefulness.

But certain things are doubtless true, the demands made by society upon woman, and by our school system upon female teachers and pupils are greater at times than nature allows; also that females of

all ages and in all positions display an ignorance or recklessness in regard to their peculiar nature which is alarming. The burdens of labor and fashion under which so many women sink, are largely self-imposed. The practical question is, shall our social and educational systems be radically changed, or shall woman be taught to "know herself" and to regulate her work by her condition? Dr. Clarke's destructive criticism builds nothing upon the ruin of the system he would destroy. The average work required of woman may be too great, and it may be reduced, but the principal reform lies in the direction of more intelligence and care upon her part. Teachers must understand woman's nature. If the average strength of the girls be not equal to that of the boys, the standard of ranking in the classes may be reduced somewhat in its application to female pupils, though it may be found that what girls lack in *time* for hard study, they make up in quickness of apprehension. More dependence may be placed upon monthly written examinations, and less upon daily oral work. Girls should be excused from work that requires them to be much on their feet and from *hard* study at certain times.

In most of our schools there are female teachers, and they should know the necessities of themselves and their female pupils so well that proper observance of nature's laws may be maintained in any school-room.

If pupils can be relieved from work during occasional sickness, they can be excused from a portion of their accustomed work during periodic ill health. Female teachers stand and walk much at times when they can and should sit, and allow or compel their female pupils to do their usual work when nature demands partial rest. Mothers have too often disregarded the law of their own being, and have neglected to give the instruction and advice which their daughters needed. It may be well to *warn* the *public*, but reform must begin nearer home. But a small part of woman's weakness is due to co-education of the sexes, and what fault lies there may be corrected in the school-room, in the humble opinion of a TEACHER.

SCHOOLS are good or bad, as they are supervised. Supervision is needed to direct the power of the good teachers, and to reduce the power of the poor ones. The best Superintendents would be educated men of leisure, but there are not enough of them.—*A. P. Stone.*

MIXED SCHOOLS.

MIXED schools have long been maintained in Connecticut. Public sentiment and the law alike declare that no person shall be denied admittance to and instruction in the public schools on account of race or color. Still, the pride and independence of the people would oppose Congressional dictation on this subject. They are jealous of their just State rights. With two or three exceptions of separate schools maintained on a liberal plan acceptable to all, the races mix freely in our schools. Colored youth are often seen in High Schools and Academies. This year there are three negroes in Yale College. One of these is about to graduate in the Academic Department with high honor. His character and scholarship command respect, and he has met no discourtesy during the four years of his college course. As one interested in the education of the colored people, being a Trustee of the Hampton School, in Virginia, and having inspected many other colored schools in the South, I should regret the passage of the Civil Rights Bill. It would destroy the free school system of the South, and prove most disastrous to the colored people themselves.

The late experience of North Carolina will illustrate the tendency of this bill. By invitation of several gentlemen active in the late Confederacy, I visited North Carolina during the last year, and addressed large audiences in the city of Raleigh on the subject of education. After full conference with the leading gentlemen of the State of both political parties, I was satisfied that the present forlorn condition of the old North State in educational matters, is largely due to the premature attempt of certain adventurers to force upon the people mixed schools. The attempt created general revulsion. "If we have got to have mixed schools, we won't have any," became a common sentiment. Hence, North Carolina is to-day the laggard State in education, behind even Texas. Her school laws must be thoroughly revised before a good system can be organized. The school fund of two millions of dollars was lost by the war. The present law gives no right of local taxation, and does not require the maintenance of public schools by any town. The County Commissioners are not authorized to levy a school tax unless the majority of

the votes given at an election holden for that purpose so direct. The State Superintendent informed me that the counties have so generally voted against such tax, that there is little hope that school funds can be thus provided. Probably from one to twenty school districts in each county would gladly tax themselves to maintain free schools eight months in a year. Even the city of Raleigh has no right to tax itself to support free schools, and has nothing yet worthy of the name of a free public school. A poor school for the poor is kept ten weeks in the year in a shabby shanty, while excellent private schools are liberally supported. The avails of the munificent Peabody Fund are given on certain simple conditions, mainly with the idea of helping those who help themselves. Raleigh has never done enough to merit any of these benefactions. The citizens of that most beautiful town desire a new school law which will give them liberty to tax themselves for the maintenance of a good system of graded schools. Dr. Sears proffers a liberal sum from the Peabody Fund. The citizens of Raleigh petitioned the Legislature for a general law authorizing cities, towns, and districts to support schools by taxation, or in case that was not granted, for a special law empowering Raleigh to lay such a tax. Neither measure was adopted by the last Legislature.

In Raleigh, public sentiment in favor of free schools is rapidly advancing. At a large meeting held in December last, fairly representing the intelligence and wealth of the city, the following declaration of their sentiments was unanimously adopted: "That the only mode of insuring success in our schools is to raise a liberal sum annually by taxation, and that such action will make the capitol a shining example, which will be copied by other cities and towns of the State, will lead to influx of population desiring to receive educational advantages, will thus increase the wealth of the city so far to overbalance the burdens or the requisite taxation, will dispel ignorance and diminish crime, will promote the intelligence, virtue and usefulness, not alone of the rising generation, but of the people generally. But at present we are painfully conscious of the bad state of education in our midst. Probably three-fourths of the children are growing up in mental darkness. Many are learning nothing but how to do evil. We therefore hope that the General Assembly will see fit to enact into a law the bill authorizing cities and towns of more

than two thousand inhabitants to establish and maintain Free Public Schools, or at least will grant such authority to the city of Raleigh."

The next Legislature will probably pass the laws desired. The future of the State is hopeful. Her rank in the last census as the most illiterate State in the Union is a mortification to her best citizens. The interest shown in Northern ideas and schools is a good augury. The next five years may witness a great change in the State. But should the Civil Rights Bill become a law, this whole educational work would be indefinitely postponed. The whites will resist or evade the law as an act of injustice, because while furnishing nine-tenths of the funds, they are denied the control of the system. The result will be a war of races, and opposition to all free schools. The whites will patronize private schools and make no provision for the education of the blacks.

Hitherto, in this country, public schools have been organized exclusively under State laws and local management. Created by the State, they are subject to no outside control. Their usefulness and efficiency must always depend upon the interest and co-operation of the people. In every town or district, their condition must answer to local public sentiment. They cannot be imported and forced upon any community. They must grow up with the people and be sustained by them and for them.

Fortunately for Virginia, wiser councils there prevailed and mixed schools were not attempted. The progress of the public schools in Virginia since the war is remarkable, accomplished as it has been in the face of prejudice and previous ignorance of a public-school system and great financial embarrassments; for Virginia had her full share in the loss of over "three thousand millions of dollars suffered by the Southern States by reason of the war"—an aggregate amount larger than all the property of New England. To the question when and how can schools be organized for the Southern States, the answer is, look at Virginia, especially the schools of Richmond, Petersburg, Lynchburg, Staunton and Norfolk. Public sentiment there has been revolutionized. The common schools are growing in favor. Prejudice, opposition and penuriousness of course exist, but are evidently waning.

Dr. Sears, residing in Staunton, Virginia, has rendered invaluable service to the cause of popular education in that State. His culture,

conciliatory manner and sound judgment disarmed prejudice and won the coöperation of prominent gentlemen of the South. Last year he distributed nearly $32,000 to Virginia, but all this given as "supplementary donations" was so bestowed as to stimulate local liberality.

In Richmond the schools for colored youth are admirable. Some of them are kept in new, commodious buildings, in all their appointments equal to those of the white children. I inspected them with as much delight as surprise, both in view of the interest of the pupils and the culture of the teachers. Richmond has a superior corps of teachers. Many high-bred ladies belonging to wealthy families impoverished by the war, ladies of marked grace and refinement of manner, are now teaching in the public schools. Their influence has been great both in improving the schools and increasing the attendance. After visiting most of the schools of Richmond, I did not wonder that private schools had greatly diminished, and that the children of the rich now generally attend the public schools.

On inquiring into the condition of the schools outside the cities, I found that in the sparsely settled districts there are serious embarrassments in maintaining separate schools. Mr. Ruffner, the excellent and efficient State Superintendent, is seeking to do full justice to the colored schools. In answer to his official inquiry of City and County Superintendents, eighty-nine of these officers replied substantially that "the colored people continue to manifest a great desire for education." A few replied that "the colored people appreciate these privileges more than the whites do, and are more liberal in proportion to their means, and the average attendance of the children in their schools is greater than in those of the whites." Another Superintendent says, "None of our schools are better attended, none have made more rapid progress, and none are better taught." At first there was a scarcity of teachers for colored schools, but the number is now rapidly multiplying through the influence of the excellent Normal schools at Hampton and Richmond, the Culver Institute at Richmond, and other similar institutions.

Considered as the growth of four years, the Virginia system is an extraordinary work. Its administration is believed to be fair and impartial. I could learn of no complaint from the colored people. For them it has already accomplished much and promises more.

This admirable system would be overthrown by the Civil Rights Bill. It may be said that the race-prejudice is unreasonable and urchristian; but it exists and is strong and wide-spread. Prejudices, too, are more deep rooted than opinions. Argument may change the latter. Prejudice is unreasoning as well as unreasonable. The social aversion to the negro which is based on race and a previous servile condition is more likely to be obliterated by time and conciliation than by coercive legislation. Social affinities or antagonisms, whether the result of spiritual, moral, intellectual or physical laws, cannot be created or annulled by civil statutes.

The proposed bill will be so generally regarded at the South as an arbitrary enactment and a usurpation of State rights, as to stir up bad blood and delay the era of good feeling. The watchword, national oppression! curtailment of our liberties! would be likely to make both this bill and the whole school system odious with the masses. The bill would defeat its proposed end and intensify and perpetuate the race-prejudice.—*B. G. Northrop.*

THE child's first knowledge is obtained by perception through the agency of the senses; his natural curiosity leads to inquiry, and inquiry eventuates in analysis, comparison and inference; the product of his thought finds expression in correct and well-chosen words, and is fixed in the memory by careful and intelligent repetition. Practice makes perfect. "Facility and strength in mental, as in physical action, are required by repetition." In view of this universally acknowledged truth, let ample time be given for the formation of habits of right study. We lose very much in this direction owing to our undue haste.

A CRUSADE is needful to keep the people right. Reform is needed in our public-school system, somewhat like that at which the civil-service measure is aiming in politics. New York has abolished the political Board of Education and put a committee in its place. Politics must be kept out of educational matters. Teachers should have all the authority their ability warrants. Three things essential: Careful training of teachers; better pay and sharper discrimination between teachers; efficient supervision, and the whole backed by public sentiment.—*A. D. Mayo.*

HOW TO TEACH THE LITTLE ONES.

IN any great undertaking the first requisite is a definite end in view. The sculptor, before he touches the marble, forms an exact conception of the image; then proceeds to make his ideal a reality. In taking this step he finds tools necessary. But as all tools are not equally adapted to all substances, the next thing is a consideration of the material in order to determine the tools. So it is in teaching. The teacher must study the nature of the child, in order to know how to impart the most and to the best advantage. The first truth which seems to impress us is, that "activity is a law of childhood." Therefore the instruction should be so managed as to meet this demand, by keeping every one constantly employed.

Children seem to be endowed with a great amount of curiosity; which being the case, instruction should be neither a very difficult thing for the teacher, nor an unpleasant one for the pupil. But in satisfying this curiosity, never tell a child anything it can discover for itself.

It is a law of our nature, that what is once connected in the mind, will ever after recur in the same connection. Therefore the child should be led from the known to the unknown. This principle has long been violated in the common method of teaching the alphabet. A, B and C, are as yet unconnected with anything in the child's knowledge; how then is it to connect the name and form, and remember both? A more logical way would be to lead it from the natural object to the picture of the same, from the picture to the word; then analyzing the word into its sounds; finally giving the characters which represent these sounds. In the former of these methods is omitted several links in a chain which connects the letters with objects familiar to the child.

As the perceptive faculties are most active in childhood, they should be made, as far as possible, the channels of its information. The form of instruction best adapted to this is known as Object Lessons. In these, however, the teacher should avoid doing the work for the child. These lessons, though seemingly very simple, should never be given without careful preparation, for it is harder to eradicate false teaching than to teach new truth.

In conducting the recitation, the questions should be clear, following in a logical order, all bearing upon the one point which is the aim of the lesson. Leading questions should be avoided, as they require no thought.

It is not enough that the child knows the lesson. His form of reciting it should receive attention. Aside from this incidental instruction, there should be an exercise devoted exclusively to the culture of language. Fluency of expression, in this connection, is more important than at first it may seem. The highest value of knowledge, as of everything else, is found in what it accomplishes for the general good. Therefore the value of a man's learning is greatly decreased if it has no power upon his fellow-men, and "The man is but the boy grown tall."

If, in teaching the first steps of number, we follow the Pestalozzian principle, "proceed from the concrete to the abstract," we begin by developing a full comprehension of the value of number before giving the symbol.

Among other excellent methods of teaching Orthography we would mention those of Topical and Phonetic spelling. We have great confidence in the latter, and when combined with literal spelling it can meet with no objection.

Instead of beginning the science of Geography with a map of the whole world, the first map with which the child should be made acquainted, is that of the schoolroom. Gradually going from this to the unknown world. And here we would tender our thanks to those who have so beautifully and systematically reduced all science to its elements, as to be brought within the comprehension of the smallest child.—*Normal Annual.*

When the child has achieved an idea, the next thing in order is to find for it an appropriate expression. With the acquisition of ideas should begin the study of language. The child necessarily becomes the possessor of many ideas before he can utter any word which is not to him the representative of an idea. Few people talk easily and well; because, *generally*, they have not been properly trained to associate ideas with words. "Words are the symbols of ideas. The sign should not precede a knowledge of the thing signified." This is our theory. What is our practice? In our eager

haste to store the child's mind with many useful facts, we "multiply words without knowledge." Children are crammed with information, administered in prescribed doses, rolled into set forms of words; the child swallows the pill; and, because he can glibly utter the sounds, he is supposed to understand the subject; whereas, observation proves that, in recitation, children may talk fluently and correctly, without attaching any idea to the words.

DULL SCHOLARS.

SYMPATHY we confess to leave for the class of pupils included under the caption of this article. It is a fellow-feeling, perhaps, but it is none the less sincere for that reason. Dull scholars are a class in whose behalf somebody should "rise to a question of privilege." They are not in favor with the present generation of teachers,—are not, therefore, most likely to have justice done them. We respectfully submit that their case is a hard one. They have more than their share of the hard usage which the rising generation of American sovereigns is called upon to endure; they have, in a measure, lost caste with the profession of teachers, and are under a cloud. Now, it is bad enough for a pupil to be sluggish, without being told of it continually, and called a blockhead in the presence of class or school. Such pupils have feeling, if not brilliancy of intellect, and it certainly cannot conduce to their comfort or improvement to have their deficiencies held up to them as a matter of reproach. In truth, the great majority of dull scholars, so called, are simply those whose perceptions are not rapid, whose intellects are slow in their operations, and who cannot readily take in and grasp a question in all its various bearings and relations; but it does not follow from this that they are a hopeless class, or that they are not worth caring for. Mind is not a matter of quantity, and with this class of pupils it is not so much a question of ability as of readiness. Of course, we are not speaking of those whose manifest natural deficiencies entitle them to be included under an entirely different class. By the term "dull scholars" we mean neither idiots nor imbeciles; we mean simply, dull scholars. And dull scholars, though dull, are not minus quantities. Generally speaking, they have capa-

bilities for more than respectable achievements, if they can have time for development. Many distinguished scholars, and men of attainments and solid worth, have in their youth been characterized by this same sluggishness of mind, and have been kicked and cuffed by their teachers, and branded by such epithets as dolts, numbskulls, dullards, simpletons, and dunces. If the petulance and impatience of the teachers of Walter Scott and Liebig had decided the destinies of their pupils, English Literature and the science of chemistry would have lost two of their brightest lights in modern times.

In our schools, as in society, that which shines and glitters is too apt to be the object of undue admiration, and to receive more attention than it deserves. The pupil of ready memory, of easy address, and general precocity, is too often the idol of the school, of teacher and fellow-pupils. Teachers pride themselves in having such pupils in their schools, and are, of course, inclined to pet and praise them; thereby losing their sympathy for pupils of the opposite qualities, and acquiring, and often exhibiting, a disrelish for the labor necessary for the instruction and management of those whose claims upon their teachers should never be ignored. That teachers should enjoy brilliant pupils is not strange; but that they should neglect dull pupils, and deprive them of their share of instruction and attention, is not creditable to their sense of justice or to their interpretation of the teacher's duty. Fairness to all in a school means attention and help bestowed upon that school according to the wants of its several members. Precocious pupils of brilliant parts need but little assistance; for the most part, they are able to go alone. But the weak and the timid need assistance and encouragement. Those pupils who are conscious that their minds are more or less sluggish, should never be allowed to suspect that they are a burden to their teachers, or that they are to be kept in the background on account of their inferiority. Teachers too often lose sight of the noteworthy fact, that dull scholars are not to blame for their dulness, any more than they are for the color of their hair. A teacher who should treat his pupils according to their stature, favoring those who are tall, and neglecting and snubbing those who are short, would act upon a principle not greatly different from that which seems to influence those who exhibit such marked partiality for good scholars, and such noticeable dislike and neglect for those who are dull.

The question of likes and dislikes is too prominent in our schools. If the schools are to be managed to gratify the personal whims of capricious teachers, the rights of pupils may as well be counted out of the case. But if teachers are to be employed to perform a certain well-understood work for the people, then teachers should, before making an engagement, ascertain what that work is, and then ask themselves if their sense of duty, their sense of loyalty to their employers, can be relied upon for the faithful performance of that work.

The silly remark is often made by persons that they should like to teach a school of picked pupils,—all of that type known as brilliant scholars. Such remarks do little credit to those who make them, and, in justice to the profession, we feel bound to say that they are most frequently made by those who have little or no experience in teaching, and whose appreciation of its duties and success in its work entitle their opinion to but little consideration. It is upon dull pupils that the teacher of ability and resources can best show his power; and we may further add, it is in classes and schools where there is a variety of talent, some quick and some slow, some brilliant and some dull, that teaching is most enjoyable. To teach a class of pupils *all* remarkably bright, would be like making a meal entirely of custards. That child best enjoys coasting *down* the hill who is obliged to carry the sled *up* the hill also.

It certainly behooves teachers to give attention to the subject of dull scholars. They are a class of pupils who are too often deprived of a portion of that education to which every child has a right. The blame does not, probably, all belong to teachers; but so far as it does pertain to them, they should, for their own sakes, and for the sake of the pupils concerned, see that justice is done to all. In the classification of the school, in the promotions, and in the recitation work, let all be treated with a due regard to their rights, and let all have a fair chance.

It is probably true that our schools are too often managed with reference to a system that is theoretical and artificial. There should be system in our schools, and the schools should be conducted according to a well-devised system; but that system should be a judicious adaptation of the means of education at command to the wants of the community, having, of course, especial regard to any and all the circumstances of the case. The teacher's task is not an easy one. It

has its trials and vexations; but it has its pleasures also. The consciousness of doing good to those who are intrusted to their care; of helping those who need help; of cheering the downcast; of helping to make the light shine upon the path of those whose life is not always a sunny one,—these are among the many encouragements for the faithful teacher.

Let justice be done to the dull scholars.—*Mass. Teacher.*

USE OF SHALL AND WILL.

AS to *shall* and *will*, something may doubtless be done by study, and by taking thought to check bad habits and correct the result of unfortunate associations. The mistake most commonly made in the use of these words, and the one therefore most carefully to be avoided, is the use of *will* for *shall*, and of the corresponding *would* for *should*. *Shall* is much less often used for *will*. And yet in the word *shilly-shally*, which is upon everybody's lips, is petrified the rule and the example in regard to *shall* and *will*. *Shilly-shally* is merely a colloquial corruption of "Shall I? Shall I?" and thus expresses the condition of a man who is vacillating between two courses of conduct. It has been made into a participle, perhaps even into a verb. A man who "stands shilly-shallying about a woman," as the ladies say, is a man who, as they also sometimes say, doesn't know his own mind about her—a mental condition for which the sex has not the highest respect. Now, no one would say that a man stood asking himself, "Will I? Will I?" and yet such is essentially the mistake most frequently made in regard to the use of these words in conversation. We hear people say, "What *will* I do?" and even "*Will* I do" thus or so?—the offenders in these cases being generally of what some people humorously call the Hibernian persuasion—an expression, by the way, for which there is "authority" of very respectable standing and antiquity. Among people of the Anglo-Saxon race and of average education the mistake, when made, most commonly takes the indicative form—thus: "I *will* go to bed [elegantly, retire] at ten o'clock to-night," or "We *will* breakfast at eight to-morrow;" instead of "I *shall* go to bed," etc.,

"We *shall* breakfast," etc. Not quite so often we hear, "I *would* be glad to go," "We *would* be happy to see you;" instead of "I *should* be glad," "We *should* be happy," etc.—*Richard Grant White, in the Galaxy for August.*

It is all-important in governing children that the teacher be able to command their respect. They are as ready to respect what is worthy as grown people. The early Christian church had few greater heresies than this modern falsity, "Boys do not know when they are treated well." Is not the respect shown by some teachers to their pupils, the secret of their power over them? Thomas Arnold always regarded his boys as truth-tellers. He did not suspect them first, he believed them first. Even with the lower forms he never seemed to be on the watch for boys; and in the higher forms any attempt at further proof of an assertion was immediately checked: "If you say so, that is quite enough—*of course* I believe your word;" and there grew up in consequence a general feeling that "it was a shame to tell Arnold a lie—he always believes one." His biographer, who was once a pupil of Arnold's, always says his practice was to treat boys as gentlemen and reasonable beings, and make them respect themselves by the mere respect he showed them.

The average child of six years of age, comes into our school-room with no mean stock of knowledge, actively gathered by himself. Having eyes, he has seen; and having ears, he has heard. His busy, mischievous hands have turned and overturned, beaten, broken, dissected, pulled apart and put together, and his innate desire to know has set him to wondering and inferring, until, little by little, he has been led into much wisdom. It is only when we set him to conning unmeaning tasks, and dealing in wordy abstractions that we pronounce him idle, stupid and uninteresting. When we shall be content to follow up, according to hei invariable method, the education so admirably begun by Dame Nature, we shall find our school-rooms the resort of eager seekers after knowledge;—incipient philosophers.

The High School is the upper grade of the Public School system. Statistics show that not one in a thousand of the children in the public schools go to college, so that the course of study in the High School should not be shaped with reference to the college.—*Rev. Charles Hammond.*

EXAMINATION QUESTIONS.

GEOGRAPHY.

[One credit off for each misspelled word.]

FIRST. Bound Columbia County.

2. State the population of Pennsylvania; area of square miles.

3. Name and locate the ten largest cities in the United States.

4. Bound Kentucky.

5. What States and territories are in the same latitude as Pennsylvania?

6. What States are crossed by the meridian of Washington?

7. When it is noon at Harrisburg, what time is it at a place 80 deg. east of it? 90 deg. west of it?

8. On what bodies of water would a vessel sail going from San Francisco to St. Petersburg?

9. How wide is each of the temperate zones?

10. Where and what height are Mt. Ararat? Mt. Everest? Mt. St. Elias?

11. What articles are exported from North America? South America? France?

12. On what bodies of water would a vessel sail circumnavigating Sumatra?

13. What States north of Brazil?

14. What three important rivers drain the slope from the Altai Mountains to the Arctic Ocean?

15. What three large lakes in Ethiopia?

16. What three mountain ranges would you cross going directly from Pittsburgh to Philadelphia?

17. Name the States that touch the Mississippi river.

18. Mention the two leading States in each of the following particulars: population; size; coal; lead; wool; iron.

19. Name ten of the largest counties in Pennsylvania.

20. How would you go by railroad from Bloomsburg to San Francisco, *via* Harrisburg?

GRAMMAR.

1. Write a sentence containing all the parts of speech.

2. Write a sentence containing the five elements.

3. Compare the following adjectives: worse, obedient, green, better, holy, elevated, pleasant, feeble, less, bad.

4. Write a synopsis of the verb *walk* in all the modes.

5. What is conjugation? Declension?

6. Decline *it, I, we, you, them.*

7. Write the principal parts of the following verbs: wear, set, sit, drink, bring.

8. Write the possessive plural of *it, loaf, ox, thou,* and *woman.*

9. Write a compound declarative sentence, containing a regular intransitive verb, and a complex interrogative sentence containing an irregular transitive verb.

10. How is the possessive case of nouns generally formed, and illustrate by using the nouns *girl* and *woman.*

11. Analyze the following sentences, and parse the words in italics:

(*a*) *Being* a teacher and *seeming to be* a teacher *are* very different things.

(*b*) *They*, not *we*, are to blame for disobedience.

12. Correct the following and give the reasons for correcting:

(*a*) It makes no difference to you or I, to who we recite.

(*b*) James and I and Peter was in the village.

(*c*) "He done it very good."

HISTORY.

1. When, where, and by whom was Pennsylvania settled?

2. Name the original colonies in the order in which they ratified the constitution.

3. Name all the wars in which the United States has been engaged and the causes of each.

4. Give the names of the Presidents in their order, the length of time each served, the year each was elected, and by what party.

5. Who was Daniel Webster? Lafayette? Henry Clay? John C. Calhoun? Benedict Arnold?

6. What events occurred July 4th, 1826?

CONSTITUTION.

1. Repeat the "preamble."

2. What are the three branches of the United States government, and in whom is each branch vested?

3. What are the eligibilities of President? Senator? Representative?

4. State how a President of the United States is elected.

5. What officers constitute the President's Cabinet, and how are they chosen?

6. How can the Constitution be amended?

7. Mention the last amendment.

ARITHMETIC.

1. Add together $\frac{4}{5}$ of a mile, $\frac{3}{8}$ of a mile, $\frac{5}{6}$ of a furlong, $\frac{3}{4}$ of a furlong, and $\frac{2}{3}$ of a yard.

2. A thirty days' note for $1,000 was dated and discounted on the same day, 7½ per cent; required the discount and proceeds.

3. How far will a man travel plowing a circular piece of land 45 rods in diameter, plowing a furrow nine inches wide?

4. What is the difference between the simple and compound interest of $350 in 4 years, at 9 per cent per annum?

5. A town levies a tax for a school house, which costs $14,500; allowing 3½ per cent for collecting, for what sum must the tax be levied?

6. A house lot is 80 feet front, and 10 rods rear; how much is it worth, at $680 per acre?

7. A stick of timber 42 feet long, 14 inches wide, and 11 inches thick; how many feet board measure does it contain? and how much is it worth at $16 per thousand?

8. Sold a farm for $19,500, and gained $1,500: what would have been the loss per cent if I had sold it at $13,750?

9. Goods marked at 50 per cent above cost, having depreciated in value, were sold at 45 per cent off the price as marked; what per cent was gained or lost?

10. What is the cube root of 14,172,488?

11. For what sum must a policy be taken out, to cover both property and premium, the value of the property being $2,760, and the rate of insurance 8 per cent?

12. Lightstreet is 3 miles north of Bloomsburg, and Espy 2½ miles east of the same point; what is the shortest distance from Lightstreet to Espy?

13. If 6 boarders eat $12½ worth of bread in two months, when

flour is worth $9 per barrel, in how many months will 7 boarders eat $28 worth of bread, when flour is $12 per barrel?

14. Suppose you borrow from G. W. Gilbert $840 on the 14th of April, 1873, and agree to pay him 10½ per cent interest per annum; write a promissory note for it.

15. What will be due on this note, June 4th, 1874?

READING.

1. What is reading?
2. What is force?
3. What is the difference between quality and quantity?
4. When does a direct question require the falling inflection?
5. When does an indirect question require the rising inflection?
6. What is accent? emphasis?
7. What is a letter? syllable? word? sentence?
8. What are tonics? sub-tonics? atonics?
9. What is an alphabetic equivalent?
10. What is pronunciation?

THEORY AND PRACTICE.

1. Do you read The Pennsylvania School Journal? If not, why not?
2. What would you do the first day school commences?
3. What is your plan for keeping your pupils at work while in school?
4. How would you teach reading? mental arithmetic?
5. What is the difference between teaching and keeping school?
6. Why should a teacher never make a remark reflecting upon a pupil out of school?
7. How do you prevent whispering in school?
8. What do you consider just punishment for disobedience? for truancy? for tardiness?
9. What are the advantages of the written method in teaching orthography?
10. Write an essay on the importance of having a clean school-room.

Observation and experience both incline us very strongly to the opinion that where the school course embraces many branches, it is far better to take a few at once, and complete them, if necessary, in a

proportionally shorter space of time, than to have them crowding upon each other in the way they do when many are attempted at a time.—*Emily J. Leonard.*

HAVE THE CHILDREN IN OUR SCHOOLS THE ABILITY AND THE TIME TO LEARN ARITHMETIC?

THE query was raised, at a meeting of this Association a year or more ago, whether children of the ages of those in the lower classes in our Grammar Schools are capable of understanding arithmetic; the fear was expressed that we are requiring more of them than they can perform, and the conviction uttered that we are spending too much time to too little purpose upon that subject. Since that, in other educational meetings, and from other sources, something of the same nature has appeared, and the remedy proposed seems to be to teach less the philosophy, and more the processes of arithmetic. With much that is stated, I am in full sympathy. I have no doubt that sometimes the philosophy is too exclusively taught, and the processes insufficiently. The pupil needs to know what to do and how to do it. If we teach him the latter, how to multiply and divide, but leave him so that he does not know whether to multiply or divide, he is not educated. Nor is he if we so teach him that he knows that he ought to multiply or divide, but knows not how to do either. I have no doubt that much more time is spent upon arithmetic than ought to be, but I do not assent to the remedy proposed; and if we are to "advance backward," in the language of a new-fledged captain, I desire that it shall at least be "with measured step and slow."

I began my teaching before the philosophy of things was taught in the section of the State in which I lived, and arithmetic was studied, I dare not say was taught, in several of my schools while I knew nothing but processes. The definition was, "Arithmetic is the *art* of computing by numbers," and never was a treatise upon any subject truer to a definition, for there was not a particle of science in it. I look back upon those days of school, with the horror of "the burnt child," and with the conscience of our mourning over lost op-

portunities, and therefore I hope to be pardoned for bringing up again this trite subject and for discussing it from my standpoint.

So far, then, as I discuss the question of the "ability and time" of the pupil, I take the affirmative, and in my "plea for the innocents," I put the blame npon authors and teachers. "The fault, dear Brutus, is not in our *stars*, but in ourselves that we are underlings."

We abuse the children when we ask them to explain first truths—to give a reason, when no reason can be given. I heard a teacher in a Primary School ask a little girl why one with four made five, forgetting that neither teacher nor pupil could tell that. So we ask why half of six is three, or ask for an analysis of the multiplication table, or the division table; for example, 3 times 3 are how many? 3 times 1, etc. 8 are how many times 2? 8 are as many times 2, as 2 is contained in 8, which is saying, 8 is as many times 2 as it is times 2. Wonderful!

Again, in the midst of the pupil's reasoning, we break the thread of connection or criticism, and when we cannot gather up and unite the two ends, we say he cannot reason.

Example. A girl. If five children can sit, etc. This is made much worse where we require the child to state the problem, and solve it without the aid of the book, and so divide his attention between the *conditions* of the problem and the *analysis* of the problem, and compel him to hold both in mind. The time for the exercise in *language* is when the problem is solved.

Again, we teach the child nonsense, and then wonder that he does not distinguish sense from nonsense. Take this question. How many hours would it take you to travel 10 miles, if you travel 3 miles in an hour? It would take as many hours, as 3 miles is contained in 10 miles. I quote from an arithmetic and its key, and ask how many hours is 3 miles in 10 miles. I quote again. A man bought 30 apples, at the rate of 3 for a cent; how many cents did they come to? and the key says, they cost as many cents as there are 3 apples in 30 apples; that is 10 cents. Hence we see that 3 apples are in 30 apples, 10 cents. I quote from another author, and to save time, quote only the conclusion. "Therefore there must have been as many beggars as 2 is contained in 12, which are 6 beggars." Especially remember: a well-educated and successful teacher, in her written examination upon a question which asked her to find how

long time 3 men would require to mow 7 acres, after finding that they could mow 5 acres in one day, wrote that it would take them as long as 5 in 7, and I asked how long is 5 in 7. The child is asked how many pounds of cheese, at 9 cents a pound, can be bought for 27 cents, and is allowed to say as many pounds of cheese as 9 cents is 27 cents. Some authors state these things better, but just such statements as these are made and accepted in many and many a school in our State.

Again, we give the same reason for taking two courses, the one directly opposite to the other. If we are changing £ to s. we multiply by 20, because 20s. make a £; and if we are changing s. to £ we divide by 20, because 20 s. make a £; and so, as whatever we do, we do because 20s. make a £, is it strange that the child does not see from the reasoning whether to do this or that?

Again, we teach the pupil to put two things together as premise and conclusion, when the latter does not grow out of the former. The logicians call this, I believe, a *non sequitur*. Take for example this question. If 1 hat costs five dollars, how much will 3 hats cost? We teach the pupil to say, if 1 hat cost five dollars, 3 hats will cost 3 times as much. Now, the fact that 3 hats will cost 3 times as much as one, does not depend at all upon one hat costing five dollars. If one hat cost any other number of dollars, 2 or 3, or 4 or 8, 3 would cost 3 times as much. We might as well say if it is pleasant to-morrow, day after to-morrow will be Sunday. If to-day is Friday, day after to-morrow will be Sunday, whether it rain or shine to-morrow.

Again, we do not bring distinctly before the pupil's mind that from which he is to reason, naming it first, and that towards which he is to work, naming it last, but we make him begin where he ought to leave off. To illustrate: How many thirds are there in 5? We teach the child to say, if there are 3 thirds in one, in 5 there will be 5 times 3 thirds, etc.; and the child puts it, if there are 3 thirds in one, in 5 there will be 3 times 5, and there is no reasoning in it. Now that from which he is to reason is the unit, and that towards which he is to work is thirds. If, then, we teach him to say since, not if, there is no doubt about it, since in *one* there are 3 thirds, in 5 there will be 5 times 3 thirds, he will see much more clearly *from* what and *towards* what he is working.

Another example. Nine is $\frac{3}{5}$ of what number? We teach the child to say, if 9 is $\frac{3}{5}$ of some number, $\frac{1}{5}$ is $\frac{1}{3}$ of 9, and $\frac{5}{5}$, etc. But 9 corresponds to the number we are seeking, and should not be named first; and the unit, or the fraction of the unit, is what we are to reason from, and should be named first. If $\frac{3}{5}$ of some number is 9, $\frac{1}{5}$ is $\frac{1}{3}$ of 9, and $\frac{5}{5}$, etc. In concrete numbers we do the same thing. If $1\frac{1}{2}$ yards will make a cape, how many yards will make 3 capes? If a clerk can copy 5 pages in an hour, how many pages can he copy in 8 hours?

Again, we start the pupil in one direction when the goal lies in the opposite, and to reach it, he must either turn about or go backwards; and when we turn him about and he becomes confused, we say he does not know the points of compass; and when we compel him to go backwards and he stumbles, we say he can't see. There is one class of examples in which we habitually do this. For instance: If 8 pounds of butter cost 2 dollars, how many pounds can be bought for 3 dollars? We teach this analysis. If 8 pounds cost 2 dollars, 1 pound will cost $\frac{1}{8}$ of 2 dollars, or $\frac{2}{8}$ or $\frac{1}{4}$ of a dollar. True, every word of it; but there's no question about the price of butter; and having gone so far in the wrong direction, how shall we become right? The question is how many *pounds*, not what price; and we no more need to know the price of butter, than the color of the cow that gave the milk, or the nationality of the maid who churned the cream. The analysis was *true*, but not *good*. We are told what is true of 2 dollars, and are required to find what is true of 3. If 2 dollars will buy 8 pounds, 1 dollar will buy $\frac{1}{2}$ of 8 pounds, or 4 pounds,—and 3 dollars, 3 times 4 pounds, or 12 pounds. The question asked is, how many pounds, and from the first we have worked towards pounds. We do the same thing with fractional numbers.

To a company of fifty teachers I gave this: If $\frac{3}{4}$ of a pound of tea cost $\frac{1}{5}$ of a dollar, how much of that tea can be bought for $\frac{3}{5}$ of a dollar? And between twenty-five and thirty of them found, or tried to find, the price of a pound for the unit of measurement, rather than the quantity one dollar would buy. This tendency to ask *one* question, and reply to another, is strikingly seen in problems in compound proportion, whether we solve them by analysis or by proportion. If the question is, how many *horses* can be kept for a

certain number of days upon a certain number of bushels of oats, one will tell how long the oats will last the horses, another how many bushels the horses will eat, and some will mix the two in the same problem. I once gave to a company of forty teachers this problem: If 6 horses can be kept 16 days on 21 bushels of oats, how many horses can be kept 12 days on 9 bushels? Twelve of them worked towards *time*, trying to answer the question of how long; five towards quantity, the question of how many bushels; and three towards both, trying to answer I know not what question.

When I hear the solution of such problems, I am often reminded of the experience of a deaf man in my younger years. He had a beautiful horse that he was very proud of. We would ask him, How old is your horse? and he not hearing the question, would say, "See his ears." We would ask, What did you pay for him? "What a neck he has," would be the answer. Where did you find him? "How wide he is between his eyes;" and we teach scholars to analyze oftentimes with nearly as little reference to the questions asked as the deaf man to our questions.

We fail to appreciate the power of directness, and therefore lose in clearness and vividness of impression. We lose also in time; and I fully believe that time is to be saved, not by teaching less philosophically, but more philosophically.

We can save time in the recitation, by omitting the *therefores*, unless they come so spontaneously that they are stated before we can check the pupil, for a therefore *said*, but not *seen*, is of no possible value, while one *seen* though not said is of great value.

We lose time also, when, having taught a principle fully for its own sake, that the pupil may understand it thoroughly; we teach it in the same way, require the pupil to unfold it with the same completeness, when it occurs incidentally in a problem.

To illustrate: I was present at the recitation of a class which in two years was to be fitted for the High School. The lesson was in the addition of compound numbers. The examples involved only two or three quantities, but five or six denominations in each. The pupil called upon, added the quantities in the lowest denomination, then reduced it to the next higher, and analyzed the reduction as fully as he would if that was the subject under consideration. Then he did the same thing with the next denomination, and so on through

the entire example. Then another took an example in the same way. Then the review lesson of two examples was called for and the process repeated, and then two more examples assigned for the next day's lesson. Feeling that the class ought to work a page of such examples in the time allowed, I asked, Do you give only two for a lesson? and the reply was, it is as many as the class has time to recite as thoroughly as I wish to have them; and so time was lost because the teacher did not recognize the difference between a principle to be taught, and a tool to be used.

We lose time by requiring the pupil to so study his problems that he can carry them in his mind without the aid of the book in the recitation, practically forgetting that the ability to repeat the whole book, shows only that we have learned *an* arithmetic, and not arithmetic.

Much time also is lost upon a large number of problems under different heads, but involving only a single principle. We have ordinarily about fifty pages of our arithmetics devoted to denominate numbers,—the reduction, addition, subtraction, multiplication, and division of compound numbers. When a pupil is once made to understand the principle, and the application of it to one or two of the weights or measures, if in practical life he needs to know the rest, he can work it out for himself.

Much time also is lost by lack of facility in adding, subtracting, etc., and in correcting mistakes; and to guard against this, I would have the child taught to add and subtract, multiply and divide, also measures and multiples before he *begins* to study arithmetic, even as early as the second year of his school life; and I would have an exercise in them, purely as an exercise, every day if possible, till he enters the High School, and even longer. Thus could we secure facility and accuracy, two very important things in practical life.—*E. A. Hubbard, in Mass. Teacher.*

THE educational policy for the colored race demands that it be separate from that of the white race, because it promotes self-respect, purity of morals and intellectual advancement. The mixing of the races is an impossibility. The teachers and preachers should be raised from among their respective people. The special object of the colored race should be to accumulate property.—*W. H. Ruffner.*

Editorial Notes.

Superintendent Johnson has begun his institute work for the fall of '74 with a good selection of places, and has also the good fortune to present to the people of Maine, the Hon. John H. French of Vermont, as the leader in this good work. All will miss the pleasant countenance and cheerful tone of Professor Allen, who labored so successfully in the fall of last year; but with no less pleasure will they extend a cordial greeting and kindly attention to the gentleman who will for the next few weeks do more for the educational interests of Maine than can be accomplished in the same time in any other way.

In thus commending to the State Mr. French, we would in no way have it understood that the other gentleman who are his associates will not in every way add to the effect of this kind of work. Mr. Corthell is well known in the State. He was in the field last year, and will bring the experience of the past to the aid of the future.

Mr. Luce has for some months past been in the Superintendent's office at Augusta, and by the knowledge there obtained, as well as by his long experience in the practical work of the school-room, he will be of great assistance to these meetings.

Now, one word to those who ought to attend. *Who are they?* The answer to this question embraces, first, every teacher, then every ex-teacher, and finally every friend to education that lives within a radius of twenty miles of the place of holding the institute.

Mr. Northrop on this point says, "Every teacher should be always a learner. One who thinks he knows enough even for the work of the primary school, is unfit to teach any school. When one ceases to be a learner, he ought to cease teaching. The highest didactic skill is needed in the primary school, in the first steps of reading, in object teaching, and the training of the senses, and in the mastery of the mother tongue by simple language exercises."

I do not say to the teachers that all these things will be fully taught, nor treated in such a manner as to fix you for your work, for these matters are subjects of fruitful study, and never-ceasing toil. But an idea of the manner by which these things may be taught the more easily, the more readily, and the more scientifically, will be unfolded to you, and you will find all educational matters placed before you in a business-like way. The *least* that can be done by you is to give your presence and your attention to these meetings.

There will be found in the pages of the JOURNAL for this month an able extract from the Annual Report of the Secretary of the Board of Education

for the State of Connecticut, in regard to mixed schools. Most of our readers have undoubtedly read much in regard to the *Civil Rights Bill*, especially in connection with the death of the lamented Charles Sumner.

The schools in Maine are *free* schools, and necessarily contain mixed scholars. As in the College and Academy, so also in our common schools, the black are found with the white, sitting at the same seats, taught by the same teacher, and enjoying the same punishment, and while we would not draw any invidious comparison between races, the testimony of those teachers who have the charge of these schools is in favor of the black child against those of Irish extraction. It does not follow that the same rule in regard to mixed schools would work as well in the south as it does in the north. We can remember when a great stir was made in some of the public schools of this State if a black boy or girl was admitted to the same school with the white children, and even in some cities that could be mentioned, separate schools were maintained for the colored children.

The whole question as it appears to us from the above-mentioned article, turns upon the hinge of what is expedient. Mr. Northrop has had an ample opportunity from his tour in the south to judge of the condition of the educational interests of that section of the country. The interests of the whole country demand that the negroes should be educated. All that is required to know is the way in which this can be the most readily accomplished, whether by free mixed schools or by free schools for each color. The doctrine of State rights has caused considerable trouble in times past, but we are of the opinion that all matters appertaining to schools should be left for each State to decide for itself. If the interests of education can be advanced by separate schools, such schools should be established, but not any difference should be shown to such schools. The jealousy which has heretofore existed between the races will continue to exist until it shall have been removed by education, and as it is removed, so will also the feeling against the mingling of the youth during the time which they employ in getting their education, until it will be as common in the south to see mixed schools as in the north. Nothing but ignorance, false economy, or false pride can prevent it. But at the present time let us have that which will bring the quickest means of deliverance.

The teaching of articulation to the deaf and dumb has awakened great interest both in Europe and America. From the Principal of the American Asylum, I give a brief account of some of the experiments recently made in that institution.

The use of *visible speech* in this method of teaching was first used in 1872, and has been continued since that time. Articulation and reading from the lips in connection with it have been taught as accomplishments, but instruction has not been given in this way.

Each pupil has received general instruction half an hour each day out of school hours, and special instruction also for half an hour during school time.

Forty-six pupils have been instructed, and all have learned the symbols, and have no difficulty to pass from the symbols to English prints. Fifteen of these pupils have read Hilliard's Primer, and a few semi-mutes can read almost any ordinary book. But this method of teaching is more wearing upon the teacher than the using of signs, and it is doubtful if the greatest advantages to this class of pupils is derived from this method of teaching.

The last week in July and the first week in August were memorable for the two important educational gatherings that took place; one, the annual session of the American Institute of Instruction at North Adams, Mass., the other, the annual meeting of the American Educational Association, at Detroit, Michigan. For forty-five years the members of the former body have regularly met to consider and discuss the various modes of education in our schools and colleges, and it is owing in no small degree to their labors that the different systems of instruction in the towns and cities of New England have proved so efficacious in their results. The papers read at these gatherings, as embodying the opinions of men who have made education a special and profound study for many years, claim more than ordinary consideration from those interested in the all-important subjects on which they treat.

Mr. Sawyer of Middletown, Conn., read an essay on "School Management and Business Principles," of which the principal feature was the criticism of the present method of appointing teachers. Mr. Sawyer contended that the appointment of teachers should be left to the Superintendent, who could select teachers for their efficiency, the same as a merchant would select his clerks. If the terms of teachers were made longer there would be a stronger impetus for good work, beside relieving the committee or superintendent from the difficult labor of having to seek out new teachers so frequently.

Hon. J. W. Bicknell of Rhode Island, read an excellent article on "School Supervision." The author based his remarks upon the fact that the common school was at once the child and mother of the State, and assumed that in regard to the instruction of children, all should have the largest possible amount, and that the property of the State should be responsible. The author then briefly reviewed the first appointments of Superintendents, State, County and City, and urged the appointment of women as school officers.

This same subject was continued in a paper read by Samuel Thurber of Syracuse, N. Y., entitled "Illustration of Anarchy" in which he took occasion to draw a comparison between the German and American systems of school government and supervision.

Papers were also read by W. A. Mowry of Providence, on "The Purchase of Louisiana and some of its results;" a chapter in United States History, by A. H. Davis of the Worcester High School; by Rev. L. C. Seelye, of Smith College, Northampton, on "The need of Collegiate Education of Women;" and by Miss Edwards, of Mount Holyoke Female Seminary, on "The True Dial of Teaching."

I hope to give extracts from these papers next month, and it is a matter of

regret that no more teachers of Maine can be made to interest themselves in these meetings.

At the meeting in Detroit, a long paper was read by Dr. Clarke, author of "Sex in Education" under the title of "The Building of the Brain." From this extracts may be given in future. This association divides its work into sections, and no extended notice can be given of each section, but in all the departments much earnest thought was developed, and many new ideas were brought to the attention of the practical educator, and were proven by earnest logic and reason. The question of the difference of sex received careful attention, but doctors came no nearer to an agreement.

Richmond was selected for the next place of meeting.

In our own State, institutes have been held up to the time of writing in York and Cumberland Counties. Of the four hundred teachers in York County, only fifty were registered at the institute. It is a matter of regret that no larger attendance upon these useful meetings could be had. Local causes may have affected the attendance, but as yet none have been given.

In Cumberland County the register showed one hundred and fifty. This is quite well for Cumberland, especially since nearly all of the teachers of Portland were away on their vacation. An institute in Portland would be better attended, did it occur in term time.

Space and time both fail in giving a detailed account of the work done at the institute, but from the daily papers of the city many points have been obtained which will be presented to the readers of the Journal. But it would be much better if you would attend the sessions and hear for yourselves.

At the close of the afternoon session of the last day, Superintendent Johnson made a few remarks, advising the teachers to try to so prepare themselves as to command higher wages, and commending them for turning out in such numbers at the institute.

The following resolutions were offered and unanimously adopted by a rising vote.

Whereas, The teachers of the Cumberland Institute, assembled at Portland feeling that the cause of education has been encouraged by the series of meetings held in Portland during the recent session, and considering the kindness of the Portland School Committee in offering the use of the High School building, and the untiring efforts of the press of Portland in their thorough and exhaustive reports, have tended very much to increase its efficiency and usefulness; therefore, be it

Resolved, That we tender to the parties above-mentioned our sincere thanks for the interest they have manifested in our welfare, by their courtesy and kindness.

Educational Intelligence.

MAINE.

Mrs. Helen Boothby, late lady Principal of Oread Institute, Worcester, Mass., is to be added to the faculty at Westbrook Seminary.

Miss Helen S. Pratt, the former successful and popular preceptress of Westbrook Seminary, has accepted a similar position in Clinton Liberal Institute, New York.

The sons of the late William Tilden, of New York, have given $5000 to increase the library and apparatus of the Seminary bearing the family name at Mount Lebanon, N. H.

Miss Julia Starkey, a well-known and popular teacher of the town of Vassalboro, has recently been engaged in one of the Schools of Chelsea, Mass., at a salary of $800 per year.

Miss M. Annie Pike of Cornish, late teacher of modern languages and methods in the Oxford Normal Institute at South Paris, has accepted a like position in the Pembroke High and Grammar school.

Miss Mattie C. Call, who for many years has been a very acceptable and useful teacher at Fort Fairfield, in Presque Isle and at Houlton, left on Monday morning of last week for California, to engage in her favorite vocation in that far-off land. Maine teachers are sought for everywhere, as the best.

Probably the village of Kingfield isn't so "democratic" as it used to be. It is erecting a fine two-story school house, 36x35, for a graded school, with apartments to accommodate a large number of scholars. The several little, old and uncomfortable school houses located in different parts of the village are to be abandoned.

It is expected that Mr. Augustine Simmons of North Anson will be appointed Mr. Jones' successor as Principal of Oak Grove Seminary, in Vassalboro. Mr. Simmons is highly recommended by the State Superintendent of Schools, and other educators; is a graduate of Bates College, and has been Principal of North Anson Academy four years.

Miss Hattie E. Park of Chesterville, a graduate of the Maine Wesleyan Seminary and Female college in the class of 1868, has accepted the situation of preceptress of that institution, and will enter upon her duties with the commencement of the fall term. Miss Park's appointment to this responsible position will surely detract nothing from the well-known fame of the school at Kent's Hill.

Will our friends who desire to get notices of meetings, teachers' institutes, advertisements, and other matter into the JOURNAL, please remember that we must have it in hand by the 15th of the month previous to publication?

Mr. L. G. Jordan has notified the school committee that he accepts the position of principal of the High School of Lewiston, and a meeting of the trustees of the Nichols Latin school was held Wednesday morning, to act upon the resignation of Mr. Jordan. A successor was not elected, and it is probable that temporary provision will be made for the fall term.

The trustees of Colby University decided to locate an academy at Houlton, and raise $35,000 therefor; to endow Hebron Academy, $20,000; to accept Gorham Seminary and raise $50,000 therefor; the Seminary giving $10,000, and Col. Fred. Robie $1000. Rev. A. R. Crane was appointed financial agent to raise the aggregate amount of about one hundred thousand dollars, upon the success of which the endowment of the above institutions will depend. Gov. Coburn has previously given $50,000 to the Waterville Classical School upon certain conditions. He has also agreed to give $300 annually for the benefit of poor and meritorious students. Gardiner Colby, of Boston, gives $500 to Hebron Academy. Hon. Hannibal Hamlin gives prizes of $10 and $5 to the male members of the Freshman class for excellence in declamation, and like prizes to the lady members for excellence in reading.

William Penn, while Governor of Pennsylvania, about the year 1700, created by charter a board of fifteen Quakers to have charge of schools for the education of children in the town and county of Philadelphia. They were given power to fill vacancies and to receive and control bequests. Three charters were issued; the last two explanatory of the first. The last one, under which the board now act, was issued in 1711. Several schools have been established by the board; some of them in the last generation were of high repute. From several causes, however, they deteriorated and are now, with one exception, all closed. With the increasingly large income thus left at the disposal of the board, it was decided some time since to establish one school of high grade, and equip it with all the appliances of modern education. After careful search for a competent man to take the new school, a Maine teacher was finally selected in the person of the former Principal of Oak Grove Seminary, Mr. R. M. Jones. His appointment is certainly an honor to the teachers of Maine.

Mr. Jones graduated from Haverford, the Quaker College near Philadelphia, at the head of his class—was immediately appointed tutor in a family of high standing in the south of Ireland, where he remained more than a year. He then spent the remainder of his three years abroad in study at Paris, Geneva, Rome, and Berlin, and since his return in the summer of '70, has had charge of Oak Grove Seminary.

The new school will be opened about the first of next January; in the meantime Mr. Jones will be occupied in the equipment of the institution and in visiting the best schools of the same class in the country. The salary is a liberal one, and in addition the Principal will have a favorable share in the profits. We congratulate our friend on his prospects.

Book Table.

NEW PUBLICATIONS.

MEDIAEVAL AND MODERN HISTORY. By M. E. Thalheimer. Cincinnati: Wilson, Hinkle & Co. Price $2.50.

Some time since we called the attention of our readers to an Ancient History by the same author. The words of praise extended to that book can well be given to this, its companion. A desirable book on the subject of history for the past fourteen centuries has long been demanded. By desirable, we mean one that would give the facts in good language, maps without stint, and everything in unison. The object of the book, the simple narration of facts, has been obtained, and no book with this same purpose can be found which will captivate the pupil nor interest the general reader like this. Review questions have been placed at the end of each book, and by the aid of the index which has been made very copious, any want of continuity, resulting from the arrangement of the work will be obviated.

Chronological tables are not numerous, and so much the better is the book. Pupils cannot retain such matter, and there is no need of their remembering it, but in order that the connection of families may be seen, lists of the sovereigns, references to pages upon which the dates will be found, have been plentifully supplied.

A recapitulation follows each section which will aid teachers in fixing in the mind of the pupil the *gist* of the period, and at the same time, by learning this a teacher may take up different portions of the book and yet have a connecting link between the portions selected. The maps we have already mentioned. No better maps have we ever seen in any text book, nor any more accurate. History cannot be taught without their aid, and no book for school use on that subject should be used unless these are supplied.

The only objections to the book are its size and price. But it is not so large nor so costly as Weber's Outlines, although it does exceed those in general use; still for a graded school, and especially for a High school, these cease to be objections, since the book comprises no more than ought to be known, and could be used for some terms.

One feature of the book was almost forgotten, and one that a careful teacher will use to the best advantage. A list of books which should be read in connection with this study are named in the appendix, and should be in every library in the United States. If the teachers of Maine can buy but two books on History, we recommend you to purchase these two works of Thalheimer.

THE BEST READING. New York: G. P. Putnam's Sons. Price, cloth, $1.50; paper, $1.00.

No doubt you wonder what kind of a book this may be, which presents this title. Unless you are acquainted with the many ways by which titles are made to conceal the nature of the contents of the book, you never could guess what was between the covers of the book bearing this title. Read then the explanation of "the Best Reading;" Hints on the solution of books; on the formation of libraries, public and private; on courses of reading, etc.; with a classified bibliography for easy reference. Now that the contents of the book are known, all that remains to be said is, that the book is one of the best of its kind. The book does not contain an extensive list of books on Law, Theology, nor those comprised under the name Sunday and Day Schools.

The second part has four excellent articles on Readings or Reading, selections of wise words; suggestions for courses of reading; on owning books; Hints on Book Clubs. To those who do not and to those who have no method of reading, the suggestions here given will be of great value. And if you propose to purchase any books, it is better to have a book of this kind which gives all information as well as prices, than to trust to the different catalogues published.

LANGUAGE LESSONS FOR BEGINNERS.
ENGLISH GRAMMAR AND ANALYSIS. By John S. Hart. Philadelphia: Eldredge and Bro. Price 30 and 90 cts., respectively.

The author of these books, Prof. Hart, is well known to the educational public as an extensive writer in the field of Literature. The former of these books consists of a series of written exercises, simple at first, and adapted to the wants of the young child. The other book is adapted to the use of the older scholar, and both together are intended to form a complete system of Grammar, suited to the wants of schools.

ELEMENTS OF THE ENGLISH LANGUAGE. By Bernard Bigsby, Univ. Oxon., Boston: Ginn Brothers. Price 50 cts.

A series of easy lessons in composition, intended to give the pupil, first, readiness in the practical use of language; and secondly, the rules governing correct speech, or technical grammar; applying to language the method that Luther W. Mason has made so celebrated in music, viz.: first, facility in expressing, afterwards theory. We call the attention of the teachers of composition to this book for some good ideas.

THE COLUMBIAN SPEAKER. By L. J. Campbell and O. Root, Jr.
THE READING CLUB. By Geo. M. Baker. Boston: Lee & Shepard. Portland: Bailey & Noyes.

These books will be found admirably suited to the purpose for which they were written. Nothing has been presented which will detract from the high reputation of the authors.

CONSTITUTION OF THE UNITED STATES. By T. S. Hart. Philadelphia: Eldredge and Bro. Price 60 cts.

This work presents the constitution in the form of question and answer, and the study of the constitution is of the most importance to every scholar.

THREE THOUSAND PRACTICE WORDS. By J. W. Westlake. Philadelphia: Eldredge and Bro. Price 50 cts.

Beside these practice words, the book also contains rules for spelling, for capitals, and many other hints to ensure carefulness in the scholar.

JUNIOR CLASS UNITED STATES HISTORY. By J. J. Anderson. New York: Clark and Maynard. Price $1.00.

Our readers well know our views upon the study of history, and already have some remarks been written upon this subject in connection with the review of another book. This book is admirably fitted for teaching small scholars in the history of our country.

We have also received:

HALF-HOUR RECREATIONS IN NATURAL HISTORY. Part 4. Boston: Estes & Lauriat. Portland: Bailey & Noyes.

ANNUAL REGISTER of the Rensselaer Polytechnic Institute.

AN ADDRESS to the Association of the Graduates of the United States Military Academy.

B. F. BUTLER'S speech, The necessity of rewards for the detection of crime.

ST. NICHOLAS for September opens very seasonably with "The Gentle Angler," a paper on Isaak Walton. Among other seasonable things is a very funny illustrated poem, called "The Cheated Mosquitoes." The serial stories, "Fast Friends," by J. T. Trowbridge, and "What Might Have Been Expected," by Frank R. Stockton, draw near their conclusions, and the interest of both stories naturally increases. The departments at the end of the number are crammed as usual with wise bits of fun and funny bits of wisdom.

The September number of PETERSON'S MAGAZINE, is received. The steel engravings, the colored fashion plates, the illustrative wood-engravings for fashions and for patterns in embroidery, crochet, etc., are excellent. The stories, too, are first-rate. The publisher has met the new post-office law, requiring postage to be paid in advance, at once, and has not waited till next January, when the law will become compulsory. Write for a specimen, which will be forwarded gratis, and either subscribe your two dollars, or get up a club! Address, Charles J. Peterson, Philadelphia, Pa.

OLIVER OPTIC'S MAGAZINE for September comes freighted with a full cargo of attractive articles, as usual. Oliver Optic's "Dorcas Club," Elijah Kellogg's serial "Sowed by the Wind," "That Queer Girl," by Virginia F. Townsend, and "Baffled Revenge," are the leading ones. The poems are "Bartlett Pears," "The Nurse and the Wolf," with a full page illustration, "Dressing for Dinner," "Indian Summer," and "If I were a Daisy." The "Original Dialogue Department," "Head Work," "Pigeon Hole Papers," and "Letter Bag," are well filled. The whole number is decidedly readable and attractive. Lee & Shepard, publishers, Boston, at $3.00 per year.

THE MAINE

JOURNAL OF EDUCATION.

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WHAT SHALL WE ATTEMPT IN ELEMENTARY SCHOOLS?

A paper read before the Elementary Department of the National Educational Association, in Detroit, August 5, 1874, by Mrs. A. C. Martin.

WHAT I have to say about Elementary Schools * is based upon the fact that, for the great mass of our population, they are the only ones. Figures show that of the children at any one time under school influence and carrying that influence to their homes, not more thau one in twenty, in many places not more than one in fifty, are in the High School. Whatever, then, is done for the education of the vast majority of children must be done before they are fifteen.

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I am not repeating personal opinion only when I express grave doubts as to the result of our elementary work. The conviction is gaining ground in our communities, that while we have gone on multiplying schools, and contriving machinery of the most comprehensive and elaborate kind to meet all externals, somehow the very substance of the matter has escaped us. The work we do is not adequate to the machinery we have prepared for it.

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* The term is understood to include the "Common Schools" throughout the country, and where a graded system exists, all below the High Schools.

Does this seem a serious arraignment, a heavy charge? The criticism is not half so severe as may be heard when the best friends of public schools speak frankly about them. If I say time wasted, they will say time worse than thrown away. If I say nothing done, they will say everything done, to dull and to deaden, to cramp and to dwarf.

To no one cause can the difficulty be traced. Some of them—like the plea for what is miscalled economy, which really is frugality, cheapness, not to say meanness—are most unworthy and will disappear of themselves. Our friends in the Normal Department are discussing the best means of giving us the indispensable boon of abler teachers, while the better educated men on all our committees are engaged in a hand-to-hand struggle for better text-books against the craft of "much-devising" booksellers. But none of the much-desired improvements in these respects will open to us the better way, until we correct our present misconception of the mind of childhood, both as to the way it acts, and the amount of work it can easily do. Of things fairly within its grasp, the childish mind will take hold with the greatest readiness; and the vividness of childish impressions and the tenacity of recollection are proverbial. It is very curious that, instead of availing ourselves of the faculties, we have dwarfed and cramped the child's opportunity to the narrow limit of a Reading-book, a Speller, a Colburn's Arithmetic, and a Primary Geography. There are few schools now in which a child passes beyond these books before he is ten years old. Moreover, we blind ourselves to the fact that the compass of a child's mind is wide, rather than deep or penetrating, and so, being pent up in this narrow line of Spelling, Arithmetic, and Geography, the daily lesson soon carries him beyond his comprehension. From the moment that happens, the work has to be all done over again later; and then begins the puzzling of the brain, the dullness of a task oft-repeated yet never wholly understood.

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Somebody said, not long ago, that our way of dealing with children might be called the "linear method." We make them walk a narrow line where they are soon out of their depth. The true model of that sort should be the circle,—the child's mind being in the center, and led out thence on all sides towards the circumference. The circumference widens every year, as our horizon does when we mount upward.

The Lessons in Science, which have been so widely introduced as oral instruction, were an attempt to break away from the linear method. Keeping almost entirely to the descriptive side of the subjects they treat, they have been easily prepared by the teachers, and have proved very attractive to the children; but in the years that have elapsed since the success of the Oswego method brought object-teaching into such vogue, the complaints against the hardness and mechanical drill in our Elementary Schools have not lessened, but have rather grown louder.

If you will compare dates, I think you will observe that it is during these very years that our elementary school system has been forming or crystallizing into its present shape; and of that system, as it now stands, the Examination is the key-stone.

I believe I meet the protest which has been made too much of what I have said in criticism of the schools, when I pronounce the kind of work required in the Examinations, as now practised in the Elementary Schools throughout the country, to be the one great reason why our methods are so mechanical and wooden,—the barrier which keeps us to this narrow path of study, and prevents us from escaping from the tread-mill into which we have been driven. As I have complained of the mass of geographical detail—the reiteration of the rules of syntax—the year-in and year-out plodding at arbitrary processes in Arithmetic—the dead drag upon the memory by which all this is accomplished,—how many of you have said to yourselves, "It may be true, but in no other way can the pupils be made ready for the Examinations."

Just what part committees, superintendents, and teachers have taken respectively in the argument (doubtless to most of them an unconscious one) which has settled the matter, I am not able to distinguish; but the course of it seems to be, in brief, as follows: Examinations are a means of education, universal, indispensable; but only certain things, taught in certain ways, can be made to show at an Examination,—can be brought into court as it were; therefore we have bound ourselves in bonds (that have proved of iron) to teach only these things in these ways.

So in answer to any criticism, the Grammar School teachers would say to me, "Our method is the result of years of experience. We must prepare these scholars for these Examinations, and we find that

nothing but this very repeating and re-repeating will do it. They learn South America this year; but if they don't do it again next year, it will be forgotten. So long as committees set Examinations, and we and our work must stand or fall by them, so long must we keep on as we are, plodding,—wearisome and irrational though it may be."

My reply to such a protest is this question: Is it an Utopian vision, an impossible dream, to propose as a remedy for the inadequateness, the narrowness of our Elementary Schools, the doing away with the whole system of Examinations, as we now understand them?

I admit that they are useful in their place—for certain ends indispensable; but that place is not an Elementary School; those ends are not the training of children. The idea of them, first and last, belongs to modes of thought and study wholly remote from childhood. In an evil hour, it was imported from its place in college work to our Elementary Schools. The college, receiving its students from many different sources, must set some standard to which all must conform, in order that all may begin to work together; hence the need of an Examination, and also the need of preparing those who intend to pass it by similar ones in the upper schools. But in Elementary Schools no such need exists. The children in a city or town are all under one head. The superintendent knows, or ought to know, what is their work, and under what influences they are, as they move from class to class. The teacher, if she be fit for her place, is more competent than any one else to say who shall be promoted; and one day each month devoted by committees to watching the regular work of a school will test it better than the strictest half-yearly Examinations.

After all our pains to set tasks that can be tested by "Examinations," how difficult it is to do justice, either to scholar or teacher, an audience like this knows better than I.

But the chief objection to our Examinations in Elementary Schools comes not so much from their insufficiency as a test, but, as I have already hinted, from the very nature of childhood itself. In the upper schools and the college, the student is learning to divide his knowledge into accurate and inaccurate, and to judge of it; he is fitting himself to meet crises in life, to which he must summon for instant use all his power and all his acquirements. In such a work

the stated Examinations are no doubt a necessary, a valuableh elp. The want of such a training is one of the losses which the pupil who leaves school at fourteen must suffer. What he gets of that training he must get for himself in the experience of life; any attempt to give it to him before his mind is mature enough for it, is as foolish as to expect the manly strength of forty from the beardless boy.

If a child's mind is growing naturally and freely, it appropriates a thousand things, of which it could give no account next year or next month even, but which all go to make it full and strong at last, and without which it will be but a meagre starveling. To a fresh, bright boy or girl, wisely guided, but neither cramped nor forced, the fair, sweet to-day is the outcome of many fair, sweet yesterdays; but it would be the idlest nonsense to set them to answer what went to make them so. To do to-day's work rightly, not to prepare for some future ordeal, is the only possible standard in the teaching of children. What that daily work makes their minds, not what they have acquired, is what will tell on the future man or woman.

Not until the child is capable of self-activity—that is, of working upon his own mind—and is conscious of the power, is there either justice or sense in applying a system which secures its ends by Examinations. I think we hardly realize how late the power of spontaneous reflection or reasoning is developed in a child, because most persons will mistake the child's following such a process in another for his own original work.

The end of the first year in a High School is early enough to try the scholar by an Examination. Some advantages may be urged in favor of "a leaving Examination" in the Grammar Schools for those who go no farther; but if the public mind were once disabused of the prevailing idea that Examinations are all-efficient, all-sufficient, I believe that the evidence that a scholar of fourteen has faithfully followed a course of study under a teacher of known ability, would as far outweigh a high percentage on examination papers, with common people, as it now does in the more discriminating minds of cultivated men.

I am aware that I am suggesting a bold innovation; but I already perceive a tendency to lessen the number of Examinations. In several States, the Normal Schools now receive pupils upon their High

School certificates, and in Boston, the Grammar Schools pass on their classes to the High Schools without an entrance Examination. These I hold to be signs of the time when we shall see "inspection" take the place of examination, when the supervisors of Elementary Schools shall know by weekly visits the condition of every class and the standing of every pupil far more surely and far more justly than is possible in the most searching examination. Of course, it will be said that a system of "inspection," rather than of set Examinations, will require a larger supervising force; but I hold that the ideal towards which we should strive, should be, not what is *easiest* for the committees, but what is *best* for the children.

* * * * * * * * * *

The ideal of elementary education surely ought to be a discipline that has taught the scholar steadiness and control, and has given him facility of working power; that is, has made him able *to do something for himself* intellectually in matters that are within the ordinary comprehension of his age, while besides that, it has developed "the conscience of thoroughness." The school work ought further to supply the largest possible amount of that general information about nature, history, and human life, which, without pretending to exactness, is nevertheless the source of a very large part of all the interest and pleasure beyond the merely physical, which is possible in this life.

The aim of this discipline is a training which shall be to the scholar both the incentive and the guide to that self-training which is the only perfect master. Beneath that discipline, and yet above it, transcending it, shall be an inspiration, born out of the knowledge of the highest things, out of contact with the best and bravest the world has seen,—an inspiration which shall prompt him to strive for the attainment of high intellectual and moral character.

We fail of the discipline because we only require *memoriter* study of rules the pupils do not understand; and we fail of the incentive and the inspiration because we give them no glimpse of the best and the brightest the world knows.

How we might adapt our present studies, and what it is imperative to add to them, are the answers to the question, "What shall we attempt in our Elementary Schools?"

I know very well that those who are content with the present

state of things, will suspect me of wishing to inaugurate a reign of pleasing indefiniteness, of placid amusement, that would soon drift into veritable idleness and an indifference worse than anything we know now. May that day be as far from the schools as it is from my thought! I would not relax the drill or the discipline, but I would put it on a rational basis. I would increase rather than diminish the *memoriter* tasks; but I would make sure that every such task had for a subject something in itself worth the knowing.

In briefly outlining a course of study for our regenerated schools, I confine myself to schools as they now are, so far as age and time are concerned. What Kindergartens or the like might do for earlier preparation, is not within my limits, nor do I venture to propose any radical changes in the subjects of study, much as I would like to see Latin taught in the last two years of the Grammar Schools, taught as the key to the idiom (or dialect, as it were) in which the cultivated and scientific thought of the educated of our race has so long been expressed.

I am also disposed to refrain from pressing my own views in regard to English Grammar, for I am aware that they would seem extreme. There is much talk now about a new system of Grammar, wherein etymology and philology are to take the place of the old syntax and the present analysis; but I cannot see that it is one whit more sensible to teach scholars, who know nothing of Latin and French, to memorize the derivation of words, than to commit to memory lists of neuter verbs or of adjective elements. I hope for the day when the attempt will be more to teach children how themselves to use the written language, than to make mere comments upon words used by others. Beyond learning the parts of speech and such distinctions of subject and predicate, and the use of pronouns, as would enable the scholar to reach the grammatical sense of what he reads suited to his age, I would leave all the study of grammar books as we know them now, to the last year of school. I think those who leave earlier gain nothing by trying to study what they cannot understand.

The Spelling should properly be classed with Grammar, as it pertains only to the written use of the language. So long as our dear mother-tongue is the many-colored, many-threaded, curiously-twisted strand that it is, I fear the spelling must be a long task for the mem-

ory; but there are people who maintain that children are drilled more on the *oddities* of the language, its quips and cranks, than on its every-day working material. It ought always to be confined to words within the range of the pupil's mind and experience, and its aim ought to be to teach attention to form by the eye, so that the most of it can be learned in reading.

In the Arithmetic we shall find the main source of mental discipline for the lower schools; yet many persons could no more explain in what the discipline consists than they could account for the frequent failure to obtain it from the study. That mathematical reasoning will not teach to reason, in any sense that we use the term in other subjects, is evident enough; but the use of the study is in the power of continued attention which is gained from it, and the ability to distinguish the particular point sought for, and to go straight towards it through all the conditions of a problem. This last does not, of course, enter into the work of very young children; but I think, besides the steady attention required, there is a great good to them in the absolute right and wrong of work in Arithmetic. To understand this, and to test it by different kinds of proof, is the best intellectual lesson a young child ever receives. It is a lesson, moreover, which is invariably a pleasant one, if the work is not too hard or too long. The satisfied tone which reports, "It is done and it proves," is in itself proof of the good the lesson does.

The work in Elementary Drawing has this same advantage of evident right and wrong, which gives it value for discipline over and above the acquirement of technical skill that is its special aim. "The line is straight or it is not," "The copy is exact or it is not," are conclusions obvious to the youngest or the dullest; and I cannot repeat too often, that to induce children to make just conclusions for themselves is the best, the greatest work that we can do.

But it is a melancholy fact that the study of Arithmetic now means the committing to memory a succession of rules for performing arbitrary processes, unconnected with each other or with any rational principles. The result is not an advance and development so as to enable the mind to state premises and conclusions for itself, but a slow stamping of the order of the figures upon the brain by going round and round in the tread-mill. A Mental Arithmetic is put into the hands of the child almost before he can read it. Very

many classes are required to commit to memory the questions, as well as to analyze them. Is it any wonder that physicians say that when children are ill, it is the Arithmetic that comes to torture the little wandering brain?

It would be incredible, inconceivable, except for the facts before us, that, with all the clamor about object-lessons, with all our philosophy about making the hand and the eye assist the brain, we have nevertheless actually taken the slate out of the children's hands, and made the mind work upon numbers unaided and alone! No stronger proof of the want of consistent theory could be asked than this downright contradiction of so-called principles.

So great is the dependence upon Mental Arithmetic that very many Primary Schools do nothing at all about Written Arithmetic. You can find plenty of children, ten and eleven years old, who know nothing of figures on the slate. A few weeks ago, I met a party of girls returning home with their books in their hands. They were all, except one older, eleven years of age. Only two in their school, a so-called "intermediate," were under eleven; some were thirteen; a few fifteen. They had in their hands a Primary Geography, a Towne's Speller and Definer, and a Colburn's Arithmetic, while a Fourth Reader, left at school, completed their outfit.

I asked, "What work do you do on your slates?"

"We don't have none," said one.

"Have you never learned about Long Division?"

"What's that?" was the true Yankee answer, question for question.

"We don't do figures; we never did," they insisted. "We have Colburn. We learn it by heart." While the older one, who began to appreciate the situation, said, "They don't do Division to their school. We only do Written Arithmetic to my school. I am in the Grammar School."

I tell it to you as I heard it, not setting down aught in malice.

I would reverse this process entirely. I would teach the "Art of Numbers" first. Let the children begin to make figures on their slates as soon as they can hold their pencils. Let them learn to add, subtract, multiply, divide, and to prove the questions, and practise till they are so familiar with the numbers that they can use them rapidly, but always *at sight*; let the hand and the eye assist the

mind. I would not make stumbling-blocks of "borrowing" and "carrying." Teach that as Nature teaches how to walk. Teach how *to do it;* the reason why will come of itself afterwards.

It is this rapid use of figures, adding long columns, etc., that is of real use hereafter. The practical value of Mental Arithmetic, so far as results are concerned, is vastly overrated. How many men do you know who depend on purely mental calculations in matters of business, or if they do, how many would be satisfied as to the correctness of the result? The ready mastery of figures is more easily gained before the age of ten than after. Not till then, however, is the time for the Mental Arithmetic, nor even then would I give it so large a place as is common. In nothing else does the difference in the natural powers of children present so great a difficulty. The dull one is not helped by the bright one's quickness, but instead is bewildered, at times quite dazed by it. Moreover, I somewhat question if the power of continued attention, of which I have spoken, is as well cultivated by short mental exercises as by longer work, requiring the help of a slate. I myself like Colburn's Arithmetic used only in the class, under the teacher, and with book open, but I can conceive of a plan which should unite the Mental and Written Arithmetic in the lessons for scholars more than ten years old. In that Arithmetic, you may be sure, I would have no written rules such as now disfigure our books, turning the work into a kind of trickery, and puzzling the scholar with such jargon as,

"*Invert the divisor, and proceed as in Multiplication.*"

"*Divide the amount by one, plus the rate per cent expressed decimally.*"

"*Multiply the commodity by the price, and divide by the value of a dollar expressed in the same unit.*"

"*Take twice the root just found for a trial divisor.*"

In the name of common-sense and reason, let us away with such absurdities! Let us teach the scholar that the same principles which apply to the simplest exercise in Mental Arithmetic explain all the problems that can be presented to him. Very few Grammar School classes are taught that the simple analysis which answers the question, "If one orange costs four cents, what will three cost?" or "If three oranges cost twelve cents, what will one cost?" is all that they need to help them thread the intricacies of fractions, of denominate

numbers, and of interest problems. On the contrary, the chances are slender that the pupil will not leave the Mental Arithmetic with the conviction that there is no difference between three times four and four times three; and so he will explain a question in English money,—

"I multiply by 20 because 20 shillings make a pound;" and a moment later he will say, "I divide by 20 because 20 shillings make a pound."

Do you think I exaggerate the want of connection or coherence?

This very summer I found in a school a class of fifty girls, all twelve years of age. They had finished fractions, I was told, knew them thoroughly. "They are to be two years yet in the school. Must they then study arithmetic all that while, in order to learn what remains?"—"Yes," was the answer, "that time is little enough to prepare them for the final Examination."

Then I listened, and as I listened, I learned why they must study so long. One after another rose and explained the work she had done, and this was the form they all used, with only the slight difference that one might be a little more weary in the heat than another. The questions were like this:—

"Reduce $\frac{4}{7}$ of a day to hours, minutes, etc." "I multiply the $\frac{4}{7}$ by 24, because 24 hours make a day, and that gives $\frac{96}{7}$ minutes $=$ $6\frac{4}{7}$ hours. I leave the 6 as a part of the answer, and multiply the $\frac{4}{7}$ by 60, because 60 minutes make an hour, which gives me $\frac{240}{7} =$ $18\frac{4}{7}$ minutes. I leave the 18 as part of the answer, and I multiply the $\frac{4}{7}$ by 60, because 60 seconds make a minute," and so on.

On the blackboard in another room in that school, I found this written: "$\frac{8}{9} \div \frac{1}{9} = \frac{8}{9} \times \frac{9}{1} = 8$ Ans." Was there anything anywhere to prevent the sensible, simple answer, $\frac{1}{9}$ is contained in $\frac{8}{9}$ 8 times?

So listening and so seeing I found only another proof that Arithmetic is usually taught as a collection of arbitrary processes having no connection with each other, least of all with that Colburn's Arithmetic so laboriously learned in the Primary School.

I cannot blame the teachers, either there or elswhere. They teach as they were taught doubtless; and at any rate, they must follow the text-book the committees select.

But if Arithmetic could be taught in the rational way, which I

plead, one third, if not one half the time now given to it might be saved. Two lessons a week, instead of four, or at times only work enough to keep familiarity with numbers, ought to suffice; enough of Algebra should be added to show its method and use; and the drawing lessons ought to cover the elements of geometrical form: and I believe what the scholar learns there, could be used to solve the mystery of sqnare-root, without resorting to such a device as "trial divisors."

If, then, so much time may be saved from the Grammar and Arithmetic, and if, as I suggested, the Geography shall be made subordinate to History and Reading, what use shall be made of the time thus gained? This brings us to our sins of omission. So far we have spoken of the things which we have done as we ought not to have done them, but now arise the things we have left undone.

The common demand when narrowness of study is complained of, is for more science, more Natural History, etc.; but the report of the Superintendent at St. Louis, while bearing witness to the value and interest of such lessons, says, "I cannot say that two hours a week used in this way would be as valuable as one hour." The experiment at St. Louis has been the best planned and the most carefully carried out of any in the country, and the Superintendent's opinion should have great weight. The impossibility of going beyond the descriptive side of the subject opens at all points the danger of turning it into memory work only. There is no more gained in learning by heart the names of parts of objects than in committing Colburn's Arithmetic.

I find myself, that one hour per week serves as a kind of thread upon which are gradually strung many facts which the scholar is led to pick up for himself, or it becomes a guiding line along which he learns to observe nature with his own eyes. Such study most happily takes him out of himself; but I wish to see the additional hours gained by better methods of study devoted to something which will lift him above himself.

To do this we must open to our scholars the wide world of books, the vast field of human thought and experience which they may explore in History, and in the books which are the monuments of our literature. In no other way can we bring the thousands and thousands of our pupils into contact with really great and powerful

thinking minds, except by teaching a use of books which shall beget a love of books. I read this summer a criticism upon the schools, in which the writer said, "The trouble is they are taught only books,—books,—and nothing but books." I maintain the trouble is by no means "nothing but books," but *books with nothing in them.* A scholar who has had only a Reading-book, a Grammar, a Geography, and an Arithmetic, has never had any real books.

We have left undone the thing we ought to have done, in neglecting the reading of books that are books, and in neglecting the reading and study of History. The History of the United States is the only one I find in courses of study for Elementary Schools, and even that occurs very rarely. In one city they spend two years on the "Grammar-School History of the United States," and in another *three* years, using it a part of the time as a Reading-book. Ancient History seems unknown, English History likewise, and, as a consequence, it is not an exaggeration to say that most boys and girls of fourteen, who have not had cultivated homes, believe that the history of their race begins with the Fourth of July, 1776, or at the remotest, with the Landing of the Pilgrims.

If one hour per day could be given throughout the school course to some form of the study of History, how different would be the result.

I hold that every child, not a dunce, ought to know on its eighth birthday the names and the succession of the English sovereigns (mind, I don't say anything about dates, but the names and the succession) from the Conquest, and should also have an idea of Alfred and Canute, as well as of Edward the Confessor. I choose this piece of History particularly because, as has been very happily said, it bears to other History of modern times very much the same relation that the multiplication table does to Arithmetic. It is learned very easily in virtue of the childish eagerness for stories; and long before they can read themselves, children will be able to repeat perfectly the story of Alfred and the cakes, of Canute and the tide, the Conqueror and the curfew, or the tapestry of Matilda, and so on, down through the rich store of English History to the traditions and stories of our own colonial times and of the Revolution.

The succession once accurately learned, it is a very short and easy step to relationships of the more obvious sort, father and son, broth-

ers or cousins. I should not trouble them about the great-granddaughter of John of Gaunt, or Sophia, Electress of Hanover; but one who has not seen it tried would be surprised to find how soon a class can trace back Victoria to Henry the Seventh. There is a kind of "House that Jack built" fashion about it that pleases children and they learn without knowing it. I leave out dates, as dates; but the notice of long reigns and short reigns, the kings that died young, or died unhappily, the queens that were beautiful, or the princesses that went away to marry great dukes or had kings come to woo them, the great battles, like Hastings and Poictiers and Agincourt, will gradually fix the idea of time correctly and ineffaceably in the mind.

Throughout I would impress upon the scholars that this is the history of their own people. No child in school is too young to understand that all that is great and noble in his nation is the outcome of centuries of growth, not the result of a short two hundred years.

Thus much of English History is a kind of alphabet, by which a child who leaves school at ten even, can decipher later for himself a great deal of modern History.

When so much has been learned, I would give Ancient History in the same way, not, of course, to learn successions of sovereigns, but to follow the story part, keeping the picturesque side foremost, dwelling most on what will kindle the imagination and waken a sense of heroism.

There is a kind of apprehension of great ideas in a child's mind, which has a value far beyond any attempts at comprehension, and we only need to bring the ideas to them.

I should condemn totally any systen of "technical memory," but I do think there was great good in those old historical charts of the "Stream of Time," which showed the ancient kingdoms merging in the Macedonian Empire, parting to meet again in Rome, and finally separating into modern Europe. I should like to see such charts hung again in their old places on the school-room walls, not by any means to be committed in names and dates by the pupil, but to be carefully and repeatedly explained by the teacher, and left by their silent influence to impress on the mind the flow of the river of time down the ages, the sweep of the nations over the face of the earth.

All that I have indicated should be accomplished by the age of

twelve, and then the classes should turn again to a maturer study of English History, making it the base for some knowledge of the history of Europe, both medieval and modern, by comparison, learning contemporaries, and the like. The practice of making out parties of famous contemporaries who met, or might have met, answers the double purpose of fixing dates, and of bringing out prominently the personal element in History which always captivates the fancy and fixes the attention.

In the last year of the course, I would give the History of the United States, as the natural conclusion of English History. With what different eyes will the pupil regard it in whose mind has been prepared this background which I have sketched. American destiny is a grand theme, but the lesson of the past is a wiser one, and I would rather instruct the boy or girl in the growth of republican institutions than dwell on their future greatness.

The political history of the country is the dullest of work as it is now offered in schools, but linked with English History it has meaning and life.

The classes who have followed the course I have indicated, will feel that till the time of the Civil Wars we were one people, and will almost see for themselves that our Houses of Representatives are the lineal descendants of Simon de Montfort's House of Commons, and that Congress and Parliament alike are the successors of the old Saxon "Meeting of the Wise Men." Finally I would require a careful reading of the Declaration of Independence and the Constitution of the United States, insisting on the understanding of the obvious meaning of words and clauses. I would have no boy or girl finish the Grammar School course without committing to memory the preamble and conclusion of the Declaration of Independence, nor without at least a sight of the pages of Magna Charta.

Neither time nor my purpose permit me to indicate books for such study of History. If we want them they will be forthcoming. There are many admirable books for the purpose now in use in England.

Remember, I am not asking that children should learn this in any dry detail that could be literally reproduced twice a year in an Examination; but I desire for them such a knowledge of other times and other nations as shall lay the foundation for future historical

reading, and shall fill the mind with a consciousness of a great wide world behind and beyond this in which we live.

No book of "Outlines of History," however thoroughly studied, can do that. The mind must have the picture filled with color and life, from which to make its own outlines. The writing lesson should be made a valuable assistant in this respect. Such a book as Miss Yonge's first volume of "Cameos of English History," used in that way, and reviewed by means of the written abstracts, meets just the want for the second study of English History.

The Geography ought to accompany every hour of work in History, and the habit of faithfully looking out places on the maps, and observing the effects which position and the like had upon the events of the history, is worth any amount of memorized facts. A child of eight cannot do much of this, but the places can be shown by the teacher and the foundations of the habit be laid. Throughout all the course, the lessons should be fixed in the mind by review questions each day, and by frequent comprehensive reviews of the whole ground. The composition lessons in the upper classes of the Grammar Schools find their natural place as auxiliaries in this review work, which both furnishes proper subjects and supplies material for thought.

Side by side with this course in History, and indispensable to it, should be the Reading lessons. Is it not incredible that with the whole world of literature waiting, we have given to these boys and girls eight years of Reading-books! With all the rich treasures of English poetry in our reach, we have set them Colburn's Arithmetic to learn by heart; and the measure of our shortcoming is incomparably greater, because so few of the children under our charge have any other contact with books than that at school. Here is the only opportunity for more than three-fourths of them, and we improve it by drilling them for rhetorical effect upon a few selections of prose and verse.

Once more I plead for Reading as a "stepping-stone," not as the pursuit of an art. It is an old-fashioned notion in these times, but I hold to it still, that a child should learn to read as soon as possible. There must be many who hear me who cannot remember when they could not read. I am sure I cannot. We ought to strive to come as near that as may be in the Primary Schools, and then should give

the scholars the best of all they can understand. I would choose first, the classics of childhood; Robinson Crusoe, Grimm's Fairy Tales, the Arabian Nights, and along with them the stories of gods and heroes, the Mythology, the legends and traditions of History, ancient and modern, and I would take care to put within their reach, as the privilege for spare hours, Pilgrim's Progress, Don Quixote, and Shakespeare. I would even have the Iliad and Odyssey (illustrated) in every primary school-room.

When I have said something like this before, I have been answered, "They have these books at home; at least the real children's books." But that is unfortunately, now, an entire mistake. The children of the poor, who fill our Primary Schools, cannot afford them; the cheap series of "Ragged Dick" and his congeners have ousted them throughout whole communities; while as to the rich, I know not how to describe the intellectual poverty of many palatial homes, whose occupants partake only of the luxury of our civilization, not of the refinement of its culture. "I never saw any books till I came to college," said the son of a rich man, not long ago, as he entered the library of a professor.

All the books I have mentioned, even the Shakespeare and the "Iliad," ought to be read for the first time quite in childhood, to feel the glamor of the poetry; and all into which the element of magic or of allegory enter can never be fully felt at any time afterwards.

Had I time, I would not attempt to mark out a "course of reading." "Uniformity" would be the bane of what I seek to bring about. I would leave teachers or committees to choose at their liking pearls or diamonds or rubies; but I would be sure that all should be true jewels. I have only room for a hint or two as to the principles which should guide the choice. The story side of History opens out into biography and narratives of sieges and battles; the study in science leads to essays by master-hands in the several subjects; while by choosing, year after year, books suited to the maturing mind, we come at last to a true "course of literature," not the fragmentary, hasty *résumé* to which we now give the name in the High Schools.

I would by no means keep to the merely pleasing, for a book that a child would not take up voluntarily may be extremely interesting when offered as a school task. I would let prose and verse alternate,

not always day by day, but sometimes month by month,—the "Book of Golden Deeds" with "Evangeline" and the "Lady of the Lake," —the "Sketch Book" with the "Lay of the Last Minstrel." The child who begins with the "Wonder Book" and the old ballads in the "Children's Garland," will mount step by step to the "Iliad" and the "Historical Plays of Shakespeare." The oldest in the Grammar Schools will come to these, for we will no longer make the mistake of trying to understand everything; as thrilling story, as vivid dramatic representation, the boy or girl will apprehend them and will be stirred by them. No girl of thirteen should miss the lesson of Comus, and no boy should fail to know the heroic grace of a Bayard or a Sidney. In such reading, he who leaves the Elementary School will have some glimpse of the far-reaching vistas in the world of thought, may catch some breath of the divine air that may inspire the longing for culture, for the intellectual life, while those who remain for the High Schools will enter them from a plane far above the present one.

All that I urge for Reading, as a means for increasing the mental store, applies with equal force to the revival of the almost forgotten practice of committing to memory prose and verse. The schools where the practice exists are few and far between, and in most of them it is done by a preference of the teacher, rather than as a part of a plan. At the same time the custom of learning Bible verses and hymns at home has in great measure died out, so that the number of persons who could repeat from memory for over half an hour grows smaller and smaller. What we lost as an educating power when we gave up the assiduous study of the Bible, will be an interesting question for the writer of the culture-history of this half the century. It may not be our province to revive the habit, but it is our duty to see that the other practice of learning hymns or poetry does not die with it.

It may be said "'Memoriter work' is just what is objected to." True, but with this infinite difference: the memory work I have condemned is so much dead-wood,—it bears no fruit. There is nothing to the mind beyond the rivers of the United States of Columbia, or the arbitrary rules of fractions; but give great thoughts or lines of music and beauty to learn, and the seed sown blooms in the character and life. This "committing to memory" ought to be made a

regular exercise from the first day in the Primary School to the last before leaving the Grammar School. For the very little children, it may well begin in the words of the songs they sing, or in the daily repeating after the teacher couplets or verses. As they grow older, it may become a semi-weekly or a weekly exercise, setting longer tasks as the effort of memory becomes less from habit.

While the choice must always be of the best, making sure of the pure gold, it must be suited to the capacity of the child. It is quite as needful to take care to keep the lesson up to the child's power as to keep from going beyond it; in fact, unless failure meets harsh penalties, I think a child would be less harmed by having such a poem as Gray's "Elegy" given it when too young, than to let a girl of twelve learn "The Owl and the Pussy Cat" or "The Hen that Hatched Ducks." The aim must always be to lift upward,—a steady step by step, yet never a stride,—so that in this, as well as in the History and the Reading, let the pupil's stay in school be never so short, he will have had for that time the best that his mind could take in.

For the earlier years of the Grammar School, there are the old ballads, the great historic hymns, the stirring lyrics of Burns and of Scott, or the verses of Longfellow, that are to us as sweet household words; and none of those who remain through the course should leave without knowing at least "L'Allegro" and "Il Penseroso," "The Elegy in a Country Churchyard" and "The Skylark."

Such is the work in History, Reading, and "committing to memory" to which we might well devote one-third of our school time.

I have not delayed you with any argument as to the capacity of the scholars for such work when they are once permitted to do it, nor will I enforce it now by quoting to you John Stuart Mill studying Logic and reading Plato at the age of twelve, nor tell you of boys and girls I know; for it might be answered that he had extraordinary talent, and that they are exceptions. But I will only ask you to watch carefully any children whom you know, who have access to good books, and see how far the books they choose are in advance of anything their present work in an Elementary School opens to them.

This has not been an argument for a "smattering," but a plea for foundations. All school work is but beginnings: the "smattering"

is a flimsy framework that soon falls; the right beginning is a foundation that lies firm and solid, waiting for years, if need be, for the building thereon.

As we work now, we provide these children with only the scantiest, rudest instruments of culture. To teach to read and write is but to show them a stairway, but we scarcely speak a whisper to them of the vast halls to which it leads, and the priceless treasures they contain. To give them the mental store for which I plead is to show them the culture itself,—is to begin their own culture.

So far I have spoken for the sake of those whose only chance for study is in the Elementary Schools; but every word I have said is doubly emphasized when applied to those who pass on to the High School and the College. By just so much as those schools and colleges are filled with the bower of our youth, by just so much is it of importance that the early years be wisely spent.

The strain upon the girls in those critical High School years is half of it in the attempt to make bricks without straw, and many a youth in college laments as lost the precious years from eight to thirteen.

Believe that I speak not in fault-finding, but in sadness. Were all our schools like the poorest, I should still feel them worth the cherishing, yet I know our best fall far short of their opportunity. I do not underrate the lessons of order and obedience which our drill enforces, but I want to see the idea and the aspirations of culture offered to every scholar.

I feel most keenly that there are times when all the supporters of the public school system must stand shoulder to shoulder to defend it; but speaking here, "in the house of its friends," it was my bounden duty to indulge in no flattering words, no pleasing illusions, but to point out to you the danger that is upon us, and to warn you lest these boys and girls suffer

> "The worst
> Of orphanage, the cruellest of frauds,
> Stealth of their education, while they played,
> Nor fancied they could want it."

Rather let us, in the new and better way, send them forth to the world hand-full and heart-full from the rich treasures in our keeping. So shall we ourselves no longer be worn to faintness with the

burden of the day, but leading them to the pure wells, feeding them with the golden manna, our own souls shall be fed and refreshed; for never is it truer than in the things of the intellect, "With what measure ye mete, it shall be measured to you again."

CHARLES DICKENS' COMPLETE WORKS. The following curious catalogue of Charles Dickens' books is worth preservation: "Oliver Twist," who had some very "Hard Times" in the "Battle of Life," and having been saved from "The Wreck of the Golden Mary" by "Our Mutual Friend," "Nicholas Nickleby," had just finished reading "A Tale of the Two Cities" to "Martin Chuzzlewit," during which time "The Cricket on the Hearth" had been chirping right merrily, while "The Chimes" from the adjacent church were heard, when "Seven Poor Travellers" commenced singing a "Christmas Carol;" "Barnaby Rudge" then arrived from the "Old Curiosity Shop" with some "Pictures from Italy" and "Sketches by Boz," to show "Little Dorrit," who was busy with the "Pickwick Papers," when "David Copperfield," who had been taking "American Notes," entered and informed the company that the "Great Expectations" of "Dombey & Son," regarding "Mrs. Lirriper's Legacy," had not been realized, and that he had seen "Boots at the Holly Tree Inn" taking "Somebody's Luggage" to "Mrs. Lirriper's Lodgings," in a street that has "No Thoroughfare," opposite "Bleak House," where "The Haunted Man," who had just given one of "Dr. Marigold's Prescriptions" to an "Uncommercial Traveler," who was brooding over "The Mystery of Edwin Drood." While thus engaged he received "A Message from the Sea," which was dated from "The Haunted House," located, as every lawyer knows, on "Tom Tiddler's Ground," and which for many years was "A House To Let;" and no wonder, for it was beset with all "The Perils of English Prisoners," and in its gloomy chambers was written the jolly life of "Joseph Grimaldi, the Clown," who always, when traveling, lunched at "Mugby Junction," where the merciless conductors invariably "Hunted Down" hungry wayfarers, who, to while away the weary, waiting moments, profitably and pleasantly employed the time in reading the volume of "Dickens' New Stories." But when the meal was once served, the readers, in their attempts to get through the edibles, did not make "A Lazy Tour of Two Idle Apprentices."

TACT.

A PECULIAR skill or faculty—nice perception or discernment says Webster. This refers rather to the practice than the theory and is a "sine qua non" of successful teaching. If the teacher is not "yet to teach" he might as well not know. Few inventors make their inventions "pay"—it is the man of tact who finds money in them. Creative powers rarely consort with practical wisdom. And it is not the most learned who can best instruct; failure oftener comes from want of tact than lack of knowledge. Of aspirants in this high calling it may frequently be said with truth, "much learning doth make thee mad." Acquisitions are not digested; they are not adapted to present needs; stores are taken in but the "art of putting things" is unknown; and it is bad for the pupil, when to get the information he wants, he must adopt the "cork screw" mode.

Hence, some "surface scholars" make profound instructors, and they build *better* than *they* know because the work is not a science but an art; not what I know, but what I have the skill and tact to lead you to know, measures my ability as a teacher.

Not pouring in, but leading out—E—duco—defines the true educator. Hence in his work *means* and methods are all important; he must be able and "willing to communicate;" the facility of speech, fatal to some, is a necessity to him; he must "covet earnestly the best gift"—that of tongues. What is brain power with no means of utilizing it! Teachers often despise their gift—the tact of imparting their ideas. It takes much learning to be simple; elaborate for simplicity; study expedients—illustration—skilled questioning, for as in war it is not the mass of knowledge or men which win, but the tactics and fine handling of the forces.

Educationally we have too much harness for the horse; and the fault begins with the teacher. His furnishing should not be less but the proportion reversed—study *how* to impart as you now study *what*. For there is a true giving which enriches the mind, filling like a spring, fast as it is drawn upon.

Teacher, first the method of nature and the power of *plain state-*

ment—crave faculty—despise not the nurture of omnipotent tact that you may be "a workman not needing to be ashamed."

E.

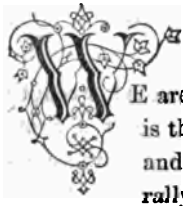
THE "State Uniformity" mania broke out in unexpected strength in the late Legislature of Pennsylvania. A bill to appoint a State Commission to examine and select text-books to be used in the common schools of the State, passed the Senate by a vote of 20 to 10, and the House Committee on Education reported it favorably, but, before final action was reached, *the people were heard from*, and the bill was defeated by the decisive vote of 58 nays to 20 ayes. A similar measure has recently been defeated in several other States. There seems to be an increasing number of politicians who have lost confidence in the ability of the people to manage their own affairs, especially *when State control affords a fat job for those who are inside the favored Ring!*

IT seems difficult to settle the question whether Normal Schools do need or do not need schools of practice. We recently read a paper on this subject, in which it is asserted that the Normal graduates who have most effectively demonstrated the value of Normal training, have come from Normal Schools which have no model schools. We more than suspect that this statement is not based on actual knowledge, for we do not believe that any one man is yet in possession of the facts necessary for such a generalization. But it is unquestionably true that some of the most successful teachers in the country are graduates of this class of Normal Schools, and it is also true that equally successful teachers have never attended any Normal School.—*National Teacher.*

"THE right adaptation of different punishments in the right degree to different offenses and different pupils, calls for the highest wisdom and the best judgment that the teacher can command. It is constant steering between Scylla and Charybdis in order to reach the object never fully attained, viz., the prevention of wrong doing.

"The punishments commonly inflicted in schools may be classified under four heads: 1. Those that disgrace. 2. Those that impose a task. 3. Those that deprive of some privilege. 4. Corporal punishment. This may not be a perfect classification, but it is a convenient one."—*R. T. Cross.*

THE TEACHER'S INFLUENCE.



E are all more or less influenced by others. Especially is this true of children. Knowing their own weakness and being aware of their own ignorance children naturally follow the example of those older in years. The parent exerts the most powerful influence; next comes the teacher, whose influence is very great,—few realize how great.

A teacher whose standard of morality is low sows the seeds of vice and wickedness broadcast. On the other hand a teacher who has a sacred regard for truth and justice, and shows by his daily life and example that he respects whatever is pure and holy, exerts a powerful influence for good.

Every father worthy of the name wishes his sons and daughters to become noble and true men and women. Every mother worthy of the office wishes her children to form good characters, and to be governed by pure and high principles. Parents, if you desire these things, then see to it that you place your children under right influences. It is better to place them among vipers, than in a school taught by a man or woman of immoral character. It is better to never send them to school, than to send them where they will be taught wrong ideas of life and its object.

The character of the teacher is of more importance than his literary qualifications,—yea, of infinitely greater importance. The worst class of teachers are those who are openly profane and vulgar. This class it is to be hoped is small. What can be said of that district which annually employs the services of a man, who poisons the atmosphere of the schoolroom with profane words, vulgar jests, and tobacco-smoke? I think its inhabitants must be demoralized, deluded, blinded, and ignorant, and wish to hurry their children to perdition.

There is a class of teachers, *extensively employed*, whose influence is not good. I refer to those who are outwardly moral and inwardly corrupt. This class of teachers appear well in society, and give the community the impression that they are about right; yet all the while their influence over young minds is ruinous. They have no regard for religion or the truths contained in the Bible. Their hearts

have never been purified by the Spirit, and consequently they cannot govern themselves, and miserably fail in governing others. The teacher who suffers his temper to get the mastery of him, lowers himself in the estimation of his pupils. This class of teachers cause children to think lightly of the rights and privileges of others; to regard the great truths of Christianity as a fable and to desire worldly honors more than those virtues, which can alone give vitality to the mechanism of existence.

There is another class of teachers who are characterized for their dignity of manners and purity of conduct. The great object for which they labor is to do good and to elevate the human family. Their hearts glow with love to God, and genuine love for the children. By example and precept they daily teach morality, and by a holy life testify to the reality of the Christian religion. They command first the respect, then the love of their pupils. This gained, and their influence for good is unbounded. A word let fall from the lips of a beloved teacher, has a greater influence over a child than a long sermon from a minister; and such words have led many noble youths and lovely maidens to realize that the "fear of the Lord is the beginning of knowledge;" and have induced them to seek "to know Him, whom to know aright is life eternal."

Teachers, the souls of your pupils are in your hands, therefore, pray daily that word of yours may never cause one youthful mind to think lightly of the great truths of the Bible, and daily endeavor to induce your pupils to seek that knowledge, which will make them "wise unto Salvation."

DEERING, ME. ELIZA H. MORTON.

NOTHING, therefore, is of more importance to the teacher than *self-culture.* He can form in others only what has been formed in himself. We can influence and guide others only so long as we are working for our own advantage in knowledge and character. The school must always be a place where we school ourselves; and all our lives, whatever we see, hear or experience, must be a means of our own education and enlightenment. Thus the teacher should ever be a student, and then, because he is growing, he will kindle in the breasts of his pupils a spirit of growth. This self-culture of the teacher excites, in the most ready way, the powers of the pupil to self-

activity. The sooner we can make the pupil able to pursue his course of culture for himself the sooner our object is accomplished; for to give the pupil the "tools of thought," as the first outlines of culture have so aptly been called, is our province.—*Eva V. Carlin.*

A BAD WAY OF TEACHING.

EDWARD Everett Hale, in the July number of the Old and New, says, with as much grace as pointedness, "that in our Republican passion for numbers we generally build up schools so large that half the vital force of the teachers is expended in keeping the machinery moving. The consequence is that boys in such schools have to be kept in the mill two or three times as long as there is any real need. And what comes of it? Mr. Collar says, if we rightly remember him, that all the required Latin of the whole school and college course is not more than two of Charles Dickens' novels! Imagine yourself, dear reader, dividing "Nicholas Nickleby" into five years of your life, and "Martin Chuzzlewit" into five more, and ask yourself how fond you should be of Dickens if you had taken him in such doses. Then ask yourself why your son should be more fond of classical literature, when in six years at school and four at college he has dragged through at snails pace, the received selections from eight or ten standard Latin and Greek writers. In such reading he cannot get any comprehensive sense of the author's broader range—scarcely any of the habit of his mind. He cannot pass from mere grammar and dictionary work to a sense of the drift of classical literature. Such is the natural result of collecting a large school, with a few competent teachers, but at the best an assignment of thirty or forty boys to each of them. Fully half the force of boy and of master is wasted in driving the machinery itself along. We needed no such example as that of the boy Stuart Mill, reading his Latin and Greek at one end of the table, while his father wrote the history of India at the other—to know that our system of learning, which we call a system of teaching, steals and throws away half the time of the scholars. It is, in many cases, alas! a system where nobody teaches, but where a few

over-worked masters hear the lessons which a horde of untaught boys have learned, after a fashion, from good, bad and indifferent text-books. And yet they are not happy.

KINDERGARTEN INSTRUCTION.

THE Kindergarten may be defined to be a *garden for the cultivation of children.* In field culture you labor with a practical end in view—so many bushels to the acre; in the garden you touch everything with a loving hand, you labor for the sake of the blooming plants themselves.

The first years of a young being should be spent in play; the world acknowledges this after long centuries of looking at the needs of childhood. Play, in its relation to the child, is quite a serious matter, not serious in the child's relation to it however. It is the preparation provided by the Creator to fit the child for his place in the world of realities. So that the mother, wisely, as soon as possible, begins by a grand maternal instinct to play with her child. For play demands thought; it solicits it so powerfully and seductively that it is given with full force.

The first years of a young boy should therefore be spent in play. But it was left for FROEBEL to organize this play—to arrange it; to say it should have its *curriculum.* He proposes to instruct a mother *how* to play with her child; he would have a few children brought, not to a *school*, but to a playroom, and there wisely taught by a skillful woman to do things that shall amuse and cultivate the faculties that only need employment to cause them to grow. And it must be remembered that the *growth* of the human mind is its education.

WE don't blame children for "cutting up" if the teacher is dull, and uninteresting, and stupid.

Children are full of life and vigor, or they ought to be, and this vigor of body and mind should be turned by the teacher into legitimate channels, and more of it generated if possible, instead of suppressing it. The old style of "keeping" school cannot be tolerated any longer.

Teachers who do not keep up—nay, who do not keep a long way ahead of the brightest and best pupils—had better quietly drop out—

and "drive team" or "scrub floors," or do any such quiet, respectable business, rather than train Young America. The fact is, there is too much demanded and too much to be done in the six school hours for a dead-head or a stupidity to get along with.

Editorial Notes.

Perhaps pardon ought to be asked of the readers of the JOURNAL for giving so large a place in it to the leading article. But if you will give the article a careful perusal and cannot find some good ideas from the many there advanced, why, then, so much space should not have been given the article. The paper touches more especially upon the methods of teaching in our grammar schools, and therefore very nearly upon the methods of teaching in our district schools; for there is no great difference between these schools, and that which is of benefit to the one, cannot fail to interest the others.

The teacher who would succeed in his labor must have a guide or standard by which his practice in his school will be governed. What better can be found than these, which we select from the *New York School Journal*.?

1. To know thoroughly what he is to teach.
2. To excite the interest, and get the attention of his pupils.
3. Use language that is perfectly plain.
4. Go with natural steps from the *known* to the *unknown*.
5. Arouse the spirit of *work* among the pupils.
6. Tell them nothing they can by effort find out for themselves.
7. Cause them to tell you in their own language what they have learned.
8. Often review and correct the knowledge attained at separate periods into a complete whole.

We desire to increase the subscription list of the JOURNAL. In order that all may have an opportunity to subscribe, we suppose it would be better to have an agent throughout the State to solicit such subscriptions. We would be pleased to see just the man for this place; man, we write, but we believe in woman's rights to such an extent that we would not object to see just the *woman* for the place. We offer to all new subscribers their choice between these two propositions. New subscribers by prepaying for the JOURNAL, can have the balance of the year gratis, thus giving them fifteen copies; or the year may begin with this number, and if the $1.60 (which includes the postage for 1875) be paid before the first of January, 1875, it will be considered as an advance payment. The law will require us to pay the postage on all the JOURNALS we send out after the first of January next, at this office; therefore, our terms will be hereafter $1.60 in advance, or $2.00 if not paid within one month of the time the subscription begins. When the 10 cents is not received for postage, we shall deduct one month from the time to which it would have paid.

The old offer of club rates is still open. To any one who will send us five new subscribers with the money, we will send six copies of the JOURNAL. We think that every town has some teacher who is the right one to accept this way. How many will do it? All subscriptions may be sent to the publisher or to the editor.

I cheerfully give place to the following letter, and would state that the report of the institute in York County was taken from the papers of the day. I regret to learn from the same source the following fact which must excuse the lack of attendance upon the part of many teachers. Many of the teachers lose their time if they attend the institutes, and yet I think that in the end they would be the gainers by the loss of time. But here is the letter which is to some point.

"We have advocated at our County Institutes a more excellent way for the management of children and adults than brute force; that we should not only forgive the good old 'seventy times seven,' but seven hundred times that, if the offender is penitent. Yet the teachers who remotely approximate the *scriptural* injunction are publicly and covertly discussed as entirely wanting in discipline, and probably at the next school meeting dropped for some one who sees it doesn't "pay" to follow Institute teachings.

"Mr. Johnson's "Bill" has his counterpart in every community, and there is also a large class who would have such kicked into the fire instead of patiently waiting for them to become good and useful men by sheer force of kindness.

"It seems to me that there ought to be a Parents' Institute, not to see what shall be done for their neighbor's children, but to get aid in managing their own, bearing always in mind the wonderful effect of a little *leaven*."

The Eighth Annual Meeting of the Maine Educational Association was held at Rockland, the 25th, 26th, and 27th of August, too late for the September number. The holding of the meeting at this time was an experiment, and like other experiments, did not succeed very well. Many of the schools began on Monday the 24th, and consqeuently many teachers who always attend this gathering were kept away.

During the past summer many changes had also been made among the teachers of Maine, and those who had been elected to succeed the old familiar friends did not attend this meeting this year. I hope to take all of them by the hand at the next meeting. Those who were in attendance, however, had a most excellent time, and also had a week of most enjoyable weather.

The meeting was held at Farwell & Ames' Hall, and was called to order promptly at two o'clock by the President, Prof. G. T. Fletcher, of the Castine normal school. Owing to the absence of the Secretary, Mr. Woodbury, who was detained at Farmington by the beginning of the fall term of the Western normal school, Mr. Thomas Tash, of Lewiston, was appointed Secretary.

The minutes of the last meeting were read, and the reports of the various

officers received and acted upon. It is a gratifying fact to know that the Association is free from debt, and has been able to meet all its expenses.

An excellent paper was then read by W. O. Fletcher, of the Warren High school, upon "The Teachers Power." Extracts from this paper if not the whole paper, will be presented in a future number of the JOURNAL.

The subject was ably discussed by Mr. Tash, Hon. J. H. French, and Mr. Freeman, of Camden.

Rev. Dr. Tefft was presented to the audience. The gentleman was laboring under a great disadvantage, having hardly recovered from a severe and prostrating illness. His subject was the claims of language, and it was presented in an able and impartial manner. He alluded to the way the name of oxygen was formed, and explained the definition of the word. Science had been his study from early life, and he loved it. There are two classes of men at this present day. The one teaches science from nature and nature's God, and the other rejects anything that has a reference to God, and would drive all science from our schools. In order to show how this contest first began, the Doctor started with the year 1453, in May, at the time the Turks were obliged to flee from Constantinople, and take refuge in Rome, and traced their history to the present day.

After the close of Dr. Tefft's address, a vote of thanks was passed to him, and the meeting adjourned to evening.

The evening session was occupied by an address from the President, which presented the general view of education, and its great influence upon the world. The Mayor was then introduced, who extended a hearty welcome to the Association in behalf of the citizens of Rockland.

The rest of the evening was spent in listening to an admirable address from Rev. Dr. Hill of Portland, upon that subject to which he has given most careful thought and weight of years and experience, "Imagination in Space."

When the Association met on Wednesday morning, it was concluded to so conduct the meeting as to close the meeting with the evening session.

The first paper in the morning was by Thomas Tash of Lewiston, upon "Kindergarten Schools.' After showing the difference between Europeans and Americans in respect to the estimated value of a child's time, and the opinions of educators, that the senses were the ones to be trained even in scholars of two years of age, he showed that they were actually so trained in Lewiston schools, by arrangement of tables around rooms, marked off, &c., and balls, blocks, spheres, colored paper for weaving, &c., &c.

Warren Johnson's paper upon the normal schools, of "how and what," was good, and after showing the history of normal schools generally, the needs of the State, and that the statutes permitted schools only as district schools as far as State support is concerned, and the requirements of examinations were only for such schools; said these things pointed not to a post graduate course but a preparatory course, and we need five more normal schools, as high schools, colleges and academies did not or could not fill the demand for efficient teachers.

Samuel Libbey of Orono, gave a good paper for our schools to be "free to all, books, expense and everything, and as a means abolish district systems, and make compulsory education."

At the afternoon session, Miss H. A. Coffin of Castine Normal School, read a beautiful paper on Penekese, giving a lively and minute description of the island, surroundings, conveniences, and advantages to teachers.

"Elevation of standards," by A. E. Chase, editor of Educational Monthly, Portland, was quite an earnest production, and showed the want in business of a good practical education, and that the teacher must raise to a higher standard himself and his schools.

"Am I ?" A. A. Woodbridge of Rockland, said education was but a branch of civil policy, and as such its responsibility is great, yet as teachers we shift it upon others; the consequence is that poor schools, poor teachers and poor work are the results. Remedy, each do better his part.

Prof. Hanson of Waterville, gave a very strong argument for a national system of pronouncing the language against continental methods, basing his argument upon the origin and what each modern language had gained from the dead languages.

Prof. Vose of Brunswick, spoke for Technical Education as a means of better practical work, better work of its kind and better kind, yet found that those who asked admittance into college were no better, if as good, who had omitted a Latin fit.

The closing speech of the session was well made by Gov. Dingley.

Those who hear him know he has something to say, and on this occasion and subject (Education), he was very happy. Thanked teachers for their hard work, good aims and efforts. Told the history of Education in Maine, and pointed out defects in matters of town and district systems.

Officers for the ensuing year were unanimously elected as follows: A. A. Woodbridge, President; Samuel Libby, Orono, Vice President; W. O. Fletcher, Warren, Secretary and Treasurer; Executive Committee, Warren Johnson, Augusta, A. E. Chase, Portland, and —— Lewis, Gardiner.

All were well pleased with the session, and especially those who made excursions to Thomaston to visit the States Prison, and those who visited Camden to find the "turnpike." There were also in attendance some twenty-five students from the Eastern Normal School, who showed by their strict attention to the essayists and punctual attendance, that they had entered upon the teacher's calling with that zeal that ensures success.

The following resolutions were adopted:—

Whereas, It is the sentiment of this Association, that an effective and symmetrical school system must rest upon a basis of definite principles; that those principles are in general: 1. Authority, superior in State and inferior and co-operative in the town; 2. Revenue, sufficient in amount and derived from an equitable system of State and local taxation; 3. Instruction, thorough and practical in character, and so organized and sustained by the State, as to give the widest practicable general culture, as well as special

preparation for teaching; 4. Inspection, State and local so connected as to render it symmetrical and in the highest degree efficient; 5. Compulsion, in so far as to make it certain that no child shall be deprived of his right to education through wilful neglect of parents or guardians, therefore

Resolved, That we rejoice in the progress already made in bringing our system of public instruction into harmony with these principles.

Resolved, That in Normal Schools and Teachers' Institutes we recognize necessary agencies for producing trained, professional teachers; that we earnestly request our legislators to so extend these agencies as to bring them within the reach of every common school teacher, and hope soon to see attendance upon one or the other made by law pre-requisite to obtaining a certificate or license to teach.

Resolved, That it is the sense of this Association that an efficient system of supervision, intermediate between State and town, is indispensable to the successful working of the schools of the State.

Resolved, That we recognize in the establishment of the Free High School system, the supply of a great educational want, and as educators and citizens earnestly advocate the continuance of the law establishing the same.

Resolved, That we urgently call the attention of our school officers to the law authorizing towns to furnish text-books free for the use of pupils in the public schools.

Resolved, As the sense of this Association that we approve the so-called English method in the pronunciation of Latin and Greek, and recommend the same to become the uniform practice of classical teachers in the schools of the State.

Resolved, That the thanks of this Association, are hereby tendered to the lady and gentlemen, who have favored the Association with their interesting and valuable papers; to the various railroad and steamboat companies for reduction of fares; and especially, to the citizens of Rockland for the generous hospitality extended to those in attendance upon its meetings.

The Association adjourned to meet at Gardiner during Thanksgiving week, 1875.

From the interesting account of the centennial at Bethel we obtain the following:

John Mason in 1788 taught the first school kept in a private house near John Barker's. A log school house was built opposite Mills Brown's house. The seats were made of slabs. In 1792 Rev. E. Chapman taught there. Early teachers were Sally Fessenden, Rev. C. Bradley, Gen. John Perley, Miss Chapman, who taught Grammar. Rev. D. Gould kept a boarding school for fifteen years. For more than forty years the name of one student from Bethel has been on the Catalogue of Bowdoin College.

In 1835 the Bethel High school was organized and N. T. True, M. D., served as teacher. In 1836 the Academy was completed. Isaac Randall, preceptor. On account of a donation from Rev. D. Gould, it was named Gould's Academy. Half a township of land was subsequently granted it.

Educational Intelligence.

MAINE.

A. L. Keyes of Franklin, N. H., has been engaged as principal of the Biddeford High school.

Mr. F. W. Baldwin, a graduate of Bates College, class of '72, has been elected principal of Nichols' Latin school at Lewiston.

C. A. Page, A. M., late principal of Fryeburg Academy and of Warren High school, Mass., has recently been appointed principal of the High school at Calais.

Mr. J. H. Ham, formerly principal of the High school at Augusta, has been selected as principal of the High school at Peabody, Mass., at a salary of $1800 a year.

G. C. Chandler, the recently appointed principal of the High school at Chicopee Falls, has declined the position to accept a tutorship in Bowdoin College, where he graduated in 1868.

Miss Nellie O. Knowlton, a graduate of Maine State Seminary, and formerly preceptress of Maine Central Institute, has accepted a position as teacher in Lapham Institute, at No. Scituate, R. I.

Tho's Spooner, jr., of the class of '74, Bates College, is to take a position in Lapham Institute, North Scituate, R. I., for a few weeks, after which he will enter the Theological school in Lewiston.

F. W. Conrad, a graduate of the Illinois Normal University, has been appointed by the trustees assistant teacher in the State Normal School at Castine. The term opens with a large entering class.

Mr. Edwin P. Sampson, A. B., a graduate of Bates College, and formerly principal of the High school at West Waterville, has been engaged as principal of the High school at Castine, at an increase of salary.

Miss Helen C. Smith from Oswego Training School, and Miss Lottie C. Caldwell from Cincinnati High and Training School, are engaged in teaching at the Farmington Normal School this term. They have an excellent school.

A course of lectures is to be given at Waterville, under the auspices of the students of Colby University, beginning next month. Following is a list of the speakers and their subjects, with the dates: October 2d, Mrs. Mary Livermore, "What shall we do with our daughters?" October 9th, T. W. Higginson, "For and against Darwin;" October 16th, Henry Morgan, "Hidden Hand—Pulpit and Stage;" October 23d, Edwin Eggleston, "Talk;" October 30th, J. T. Fields, "DeQuincy, the English opium eater;", and November 6th, Professor Elder of Colby University, "Language of Light."

Rev. N. Melcher of Kennebunk, has been appointed tutor of mathematics at Colby University. Mr. Melcher is a graduate of Bowdoin, class of 1864, where he distinguished himself in the department of mathematics, taking the highest rank in his class. He has also had large experience as a teacher.

Mr. C. B. Varney, who has filled with great ability the position of assistant principal at Westbrook Seminary for eight years, resigned his position at the close of the summer term, and has been elected assistant teacher of the Portland High school, and has especially under his charge the scientific department.

Prof. M. C. Fernald of the Maine State College, with a party from Orono and Bangor, started a little while ago for Mt. Katahdin, to continue the barometrical observations begun last year, in order the more carefully to determine its altitude. Mr. F. Lamson Scribner, of Augusta, will accompany the party and will have charge of the botanical observations.

The Trustees of the Hallowell Classical and Scientific Academy, have obtained as Principal Mr. Vincent Moses, of Massachusetts. Mr. Moses has had a successful experience of several years as a teacher, and brings testimonials of the highest character, attesting his ability as an instructor and manager. The services of Mr. Fish and Miss Drummond are retained.

The Fall term of the Warren High School began Monday September 14th, under the charge of its former teacher, Mr. W. O. Fletcher, and from the known character and ability of the gentleman we predict a successful school. The schoolroom has been repaired and much improved, and with the good facilities offered, the citizens can but appreciate the advantages of the school.

Rev. James M. Palmer of Portland, has kindly consented to take the general charge of collecting contributions for the proposed additional endowment of $100,000 for Bowdoin College. $65,000 of this sum have already been paid or pledged, and it is believed that $10,000 will be added in case of the cordial and generous co-operation of the Christians and good people of Maine. The President of the College, and Prof. Jotham B. and John S. Sewall will assist Mr. Palmer in his work during the present vacation. All money or subscriptions may be sent to Prof. Stephen J. Young, Treasurer, Brunswick, or to Rev. Mr. Palmer, Portland.

Among the teachers of Maine who will return to the south this fall are Miss Amy M. B. Homans of Vassalboro', and Miss J. A. Lord of Hallowell, after an absence of one or two years. They took their departure on Monday 21st inst., for Wilmington, N. C., where they have passed a successful and meritorious career of several years as teachers in the Union Grammar, Hemenway Grammar, and Tileston Normal schools of that city; Miss Homans having occupied the position of Principal, and Miss Lord that of Assistant in each of the above mentioned schools. These schools have all been established within eight years, and through the aid and efforts of the Boston Unitarian Association and two Boston ladies of wealth and benevolence, Mrs.

Sohier and Mrs. Hemenway. Conspicuous in the establishment and management of these schools, has been Miss Amy M. Bradley of Vassalboro', a "woman of the war," she acting as a pioneer. Miss Homans and Miss Lord return to Wilmington, having been engaged at large salaries, the former to take charge of the pupils of a few of the first families of that city, and the latter to fill the assistant's position in the Tileston Normal School.

MISCELLANEOUS.

There is only one Normal School on Prince Edward Island. It is entirely supported by government, and all candidates for license to teach must attend it for a certain period.

Austria has 59 well-equipped normal schools, taught by 531 teachers, and attended by 3,500 pupils; Prussia has 62 normal schools, with 3,614 pupils; Saxony has 18 normal schools; Belgium, 30; Wurtemberg, 10; and Bavaria, 10. They evidently do not believe in Europe that teaching "comes by nature."

The trustees of the University of Chicago are about to inaugurate a movement for the establishment of a fund of $50,000, to be completed by July 4, 1876, for the assistance of needy students in the university. This fund is to be called the National Centennial Educational Fund of Chicago, and will be regarded as Chicago's contribution to the commemoration of the great event. The provision by which this fund is to be enjoyed alike by students of every class, sect, sex and religious opinion, is one so broad as to receive the commendation of every one.

A knowledge of scientific principles put in its place the key-stone in the last arch of the great St. Louis bridge. The "stone" was made of iron, and although every other iron stone had exactly fitted its place, this was found to be about one inch too large each way. It had expanded with the effect of the June sunshine on it. To reduce it by clipping would have taken all summer, for it is a heavy casting, weighing a good many tons. It occurred to somebody to shrink it. So it was put on ice; about thirty tons being necessary. After having been in pack for twenty-four hours, it was found to have contracted sufficiently. It was taken out, hoisted, and dropped into its place, which it fitted to a hair's breadth.

The Cherokee Nation now numbers 60,000. Its superintendent of schools reports that about 2,300 children attend schools; that the schools are in session nine months annually, and that all the English branches are taught, including geometry, rhetoric, etc.; that there are forty-four native teachers and twenty-two pale faces; that they have one orphans' school, with ninety inmates; one female high school presided over by a teacher from Mt. Holyoke, Mass.; and one Moravian missionary school. These schools have been supported by the United States for 35 years past, or since their formation, and about $50,000 is now appropriated by Congress annually to sustain them. The superintendent thinks that the Nation will in time support schools without aid from Government.

THE GIRLS IN THE UNIVERSITY OF LONDON. At the adjudication of prizes at University College, London, the first prize in jurisprudence was awarded to a young lady who two years ago, at the same college, achieved a like success in political economy. The second place in the same class was attained by another lady. Still another obtained honors in political economy; and prizes were gained by three, and certificates by several, in the fine arts classes. That women should prove themselves equal to men in drawing and painting is, perhaps, less remarkable than their success in sterner studies; but it is noteworthy in these days, when fresh consideration is being given to the question of female education. The experiment of mixed classes has as yet been only very partially tried at University College, and its extension through the whole of the art schools would involve none of the peculiar difficulties that have been incident to the attempt to teach medicine to ladies in Edinburg. The Senate of the University of London is soon to consider the recent vote of convocation in favor of admitting women, on the same conditions as men, to its degree examinations. If a woman, competing at college with men, can take prizes in political economy and jurisprudence, it is hard that she should not be allowed the chance of obtaining a degree in arts or laws.—*From the London Athenæum.*

Book Table.

NEW PUBLICATIONS.

HISTORY OF PEDAGOGY. By W. N. Hailman. Cincinnati: Wilson, Hinkle & Co. Price 75 cts.

No teacher can complain that books cannot be found which treat upon the profession of teaching. The past few months has seen many new books especially devoted to the rise of education, the systems of the different teachers, and the teachers themselves. Teaching as a profession has been recognized, and those who are *in the profession* will now have something to do. As in the law, so in teaching; the best informed, the best read, the most practical, and the best imparter of knowledge will fill the important places. This little book contains twelve lectures delivered originally before the Teachers' Institute of Cincinnati, in 1873. These are now published and give as much satisfaction to the reader as they must have done to the hearers. This book belongs to the class of books mentioned above, and the knowledge of the facts therein written will materially increase the efficiency of any live teacher.

THE LITERARY READER. By George R. Cathcart. New York: Ivison, Blakeman, Taylor, and Co.

This reader belongs to the "American Educational Series," and is intended to fill the place usually occupied by the "Sixth" or "Advanced Reader." Although the author did not design to make a compendium of English Literature, still he has provided the means of acquiring a fair knowledge of that liter-

ature by giving typical selections from the best British and American authors, from Shakspeare to the present time, and he has also arranged these articles chronologically, and has given biographical and critical sketches of the authors, together with numerous notes. The execution of the work by the publishers is excellent.

PECK'S MANUAL OF ARITHMETIC. By Wm. G. Peck. New York and Chicago: A. S. Barnes & Co. Price fifty cents post-paid.

The intent of this book is to give a sufficient knowledge of arithmetic for ordinary business purposes. The definitions are brief and so far as they have been examined are found accurate. The book contains but seven chapters, devoted to the fundamental rules, fractions, compound numbers, ratio, percentage and mensuration. This book is one of a series of three by the same author, and the whole series will contain sufficient of arithmetic for any school.

THE COMPLETE ALGEBRA. By Joseph Ficklin. New York and Chicago: Ivison, Blakeman, Taylor & Co.

The author of this treatise on Algebra has undertaken the difficult task of preparing a work complete in one volume which shall be sufficiently thorough for classes in Colleges and Universities and at the same time sufficiently elementary for classes in common schools and Academies. As was necessary to accomplish this desirable end, the work has been so arranged that certain chapters and parts of chapters may be omitted by classes pursuing an elementary course. This book forms one of the well known "Robinson's Shorter Course."

PATTERSON'S COMMON SCHOOL SPELLER adapted to Written Lessons, accompanied by an EXERCISE BOOK. New York: Sheldon & Co.

To be a correct speller one must not only be able to spell orally, but to write the English language without mistakes. Experience has shown that oral spelling is inadequate. All advanced schools have adopted some method by which pupils are required to write spelling lessons. These two books correspond with each other in regard to the arrangement, and are the best arranged and the most complete of any book of this description that has come within our notice.

THE CRUSADES. By Geo. W. Cox.

ERA OF THE PROTESTANT REVOLUTION. By Frederic Seebohm. New York: Scribner, Armstrong & Co.

Scribner & Co. are now placing before the public in small and convenient form a series of volumes upon the "Epochs of History." The reading world has long needed just such a series. The low price at which they are furnished ($1.00 post-paid) places them within the reach of every teacher. Every teacher needs such books upon the shelves in order that the reason of many selections which are given in the reading books may be known and explained to the class. This series of books will extend from the Crusades to the time of the American Revolution, and the various volumes are from the pens of some of the most eminent teachers and educational professors in Great Britain.

OUTLINES OF THE WORLD'S HISTORY. By William Swinton. New York and Chicago.

In presenting this book to the educational public the author has assumed that the proper aim of historical study in High Schools and Academies should be, to give the learner a *general view* of human progress. The theory of the book is to bring to the treatment of history for elementary instruction the same method that has proved fruitful and intersting in the larger classic works. No book has come within my notice that would fill the place that this should occupy in the Free High Schools of our State, especially since the book could be finished in one, and at longest in two terms.

THE NORMAL DEBATER. By O. P. Kinsey. Cincinnati: Geo. E. Stevens & Co.

Cushing's Manual has long been the standard by which all rules of parliamentary debate have been decided. This book is not intended to supplant that able manual, nor does it give *all* the points of interest of worth. But for those who are engaged in Academies and High schools, and desire to form debating societies and lyceums, no work tells better how to do it. It could be used to advantage as a text-book, and the time has already come when every young person should be taught these things, and this book is just the right book to use.

THE AMATEUR ACTOR. By W. H. Venable. Cincinnati and New York: Wilson, Hinkle & Co.

This book is adapted to the use and amusement of the older class of young people. It contains over twenty choice selections from the standard English authors, such as Shakespeare, Fielding, Knowles, Sheridan, etc. It also contains many hints and suggestions which must be useful to young performers, and that which is especially needed, plain and full directions in regard to costume, properties and stage "business" in connection with the dialogues and dramas.

The last addition to the musical literature of the country is "SILVER CAROLS," by the well-known authors Ogden and Leslie, and published by W. W. Whitney, Toledo, Ohio. We have given it a thorough examination, and confess ourselves delighted with it. It has a Theoretical Department, which is short, simple and practical; a department of "Songs for general use in the schoolroom," which are bright, cheerful and easy; a "Song and Chorus Department" of *sparkling melodies* for *special occasions* and the *home circle*, which have been arranged with great care. All who examine it will agree that the matter is well chosen and skillfully arranged. It contains 160 pages of the choicest music, mostly new and original; and every piece in it is calculated to serve a purpose, and be of use to singers as well as teachers. It is beautifully printed and substantially bound, and in all respects is a book which we shall be glad to see in all the day-schools, conventions, singing-schools and families in the country. The book retails at 50 cents. Of course the usual discounts to the trade are made. For sample sheets address the publisher, W. W. Whitney, Toledo, Ohio.

There have also been received:

THE FIRST STEPS IN MUSIC. By Geo. B. Loomis. New York and Chicago: Ivison, Blakeman, Taylor & Co.

THE GERMAN AND ENGLISH INTERPRETER. By Herman Bokum. Philadelphia and Leipsic: Schaefer and Koradi.

THE INDEPENDENT CHILD'S SPELLER. By J. M. Watson. New York and Chicago: A. S. Barnes & Co.

HOOKER'S NEW PHYSIOLOGY. By Dr. W. Hooker and Prof. J. A. Sewall. New York: Sheldon & Co.

PERIODICALS.

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A. S. Barnes & Co., in a few weeks will commence the publication of a Monthly School Journal of a popular character, to be entitled the NATIONAL TEACHERS' MONTHLY. It will be conducted by the accomplished writer, J. Mahony, Esq., who is already known as the editor of the Chicago Teacher. The contributors will be carefully selected from the very best professional talent in every State of the Union. Distinguished professors and teachers will write upon the specialties to which they have devoted themselves. It is the purpose of both editor and publishers that, in a literary point of view, the Monthly shall at once take its place as *the very first* of its class. The publishers wish to run the number of subscribers up at once to 50,000; and that none may consider it beyond his means, the subscription price will be fixed at seventy-five cents a year, or six dollars for a club of ten. The Monthly will be a handsome octavo pamphlet. The first number will be sent *free* to any teacher's address.

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THE MAINE

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THE TEACHER'S POWER.

A TEACHER'S power is as much in his aims as in his work. If his aim is low his efforts will result in defeat and dissatisfaction. If his aim is simply the end of the term and the money to be had, it reduces mental work to the measure of dollars and cents. If his aim is success *simply* it is then like many other avocations of life, *selfish*.

If it is for the building up of mankind, by leading them into higher and broader fields of culture, and for education itself, it rises above these and places itself in the rank of the highest callings.

If his aim is high he seeks to know what he can do, how he can do it, and the means of doing it. He must constitute himself a leader as whatever he undertakes or desires, demands a directing power.

The school may have fallen far behind, or never been up to a good standard and needs revivifying, organizing and classifying, and as such will remain if he waits for somebody else to take the initiative. Or the school has some bad features of discipline and methods, which will become worse except by personal effort to improve. The old method of instruction so long followed by the predecessors is easy to work as the scholars know it, and have formed habits accordingly, consequently the idea of any change is accompanied with

hesitancy. *It belongs to the teacher to lead out of this*, if he simply wishes such success as attend ordinary labor and callings, but if he wants that success which his calling demands it becomes a matter of *more* than *choice* whether he will or not. In other words he *must* lead, and take the calling of teaching from mere work, and following ruts, into its proper place among the professions. This he can do, when he has become embued with the right spirit of his work.

He will lead to better work in the schoolroom, in matters of direct teaching and instruction, and by additional exercises of a nature to improve the ability of a scholar and test his proficiency, such as declamations, compositions, and written examinations; and those exercises that give pleasure, such as singing, etc., and those that improve health, such as vocal exercises and gymnastics. He will seek to make his school attractive alike to pupil and parent, sparing no effort for their pleasure. He will and can make improvements in their habits of thought and study out of the schoolroom, by the directing *in*fluence *in* the schoolroom. As he does this their lives will be more useful to themselves and to others.

Ignorance, that is the threatening element of a nation, may not wholly be laid to the teacher's charge, yet *his* power to *correct* has never been fully exercised, nor will it be till the teacher recognizes its importance. There is force in the objection that a parent hesitates to send his child to the public school, for fear the home influence for good shall be neutralized by the evil of other scholars which the teacher does not control. The teacher has permitted himself to rule in the *room*, and *only* there without seeking to improve the scholar's morals. He can do more. He can create a better feeling between himself and his pupils, as there has existed and still exists an idea that the teacher is game for all the scholars' pranks and annoyances. There is a growing feeling against this practice, yet it becomes every individual teacher's duty to exercise his power to its entire suppression. "In loco parentis," means all that respect and better influence exercised in the family, with regard for its whole as well as for its individual good. As teachers err in matters of judgment and practice, so there will be variations in results, but as all lament the evil results, and as improved styles of teaching and governing are practiced, we may hope for a final triumph in this direction.

The teacher can carry his power of leading still further, into improvements of school building and appliances. The walls need plastering and papering, the ceiling whitewashing, the wood-work painting both inside and out, and the scholars instructing and restraining in regard to the abuse of public property. Some school houses are a *dishonor* to *mankind* not so much from their old and worn out conditions, as from the vandalism of the scholars in breaking and smashing, and in marking and defacing them. These evils need remedying immediately, and when a proper feeling is induced in school and among the people it will be done. Our people are not law-breaking nor licentious, and will stand by the teacher in his good efforts we think. A teacher may desire to lead into places that other callings have filled. But few *teachers*, if anybody at all, have tried to correct the vandalism of scholars.

The character of the scholar depends very much upon how the teacher molds it, not more by lessons and examples of illustrious men than by the surroundings. If the scholar looks upon this maltreatment of public property with impunity, it but opens the way to worse things in after life; but if he is led to know that purity of acts is an indication of purity of character, and that the *act* itself begets evil thoughts, he lays a foundation for a better life. Then have his love of the beautiful and agreeable stimulated by the efforts of the teacher, in matters of cleanliness of person and proper arrangement of his school property, and induced to lend his aid to adorn the schoolroom with flowers and pictures, and an additional element is introduced to hold him to humanity and society.

The blackboards and other conveniences for teaching in many schools, need the power of the teacher to improve and increase. Curiosities from shores and streams can be gathered, or flowers and plants during the summer season, or many other things in this direction, when the idea is once started, lead to cultivation of mind and sense.

Schools need libraries, let the teacher direct his energies in this direction. They need apparatus, let him interest the pupil in preparing some from their own resources, add to the stock himself, and assist the pupils in their work. These are not all the needs of a school, when once the teacher has learned his power or become interested in its exercise, he will find at each step new beauties open-

ing to him, as they like all duties are beauties, and will say at last I have done only a few of the many things I might have done. But the question arises *how* shall this be done? A teacher's position gives him an influence, and by it alone he exerts more power than many others. As the king on the throne says, so do his subjects. No other person in the nation can do as the king, so the teacher when properly placed and held by the respect of his pupils, needs no assistance to accomplish his reasonable ends. He need not be arbitrary, for "right makes might," and surely his is right. The child acknowledges the authority of the parent, so does the scholar acknowledge the right of the teacher to demand of him certain requirements, and what makes the scholar obey these (if rightly directed by the teacher), will induce the scholar to do many other things.

The teacher's work is ennobling. It is right because education (his object), is the basis of true government and civilization, hence society generally and the church rest upon it. It tends to promote christianity and morals, hence is approved of God. It tends to happiness and prosperity of mankind, hence is approved of man. And what is approved of both God and man, gives force and power to the possessor or worker. The teacher thus comes to believe in his work, and what a man seems earnest in others are willing to acknowledge and assist to accomplish.

The teacher can work for this end with the hope of success by his management of the school. He may not induce the friends at first to visit, for people are not quick to take up with something new, or to take an interest in another's affairs. It is deplorable that schools are considered simply the affairs of scholars and teachers and not of the parent, but such is the fact to a certain extent. By cordiality and by having standing invitations that friends are welcome at any time, will approximate, if not succeed, in creating an interest. Public examinations go a great way in creating an interest in one's school. If work is well done then some will desire to come and see *how* it is done.

Sociability will exert an influence, as by that the teacher shows his respect for his people, and an interest in their affairs. It helps the teacher reflexively, he learns the people, their desires, their peculiarities, the scholar's home character, and often induces the parent to unite with him in behalf of the general interest of the school, besides

encouraging the parent and scholar. These, and many other things are mere auxiliary means of power, whereas the teacher needs simply to exert *himself* in most cases. His determination goes a long way toward accomplishing the end. We know this power in other matters, also know that to him who has courage to *do* and *dare*, obstacles appear as the Alps did to Napoleon, when warned of their hindrance to his operations. "There shall be no Alps" he exclaimed, and to him there were none. His will was strong, and he simply emphasized the old adage, "that where there is a will there is a way."

The operations and work of the teacher are sometimes attended with difficulties, and when met and not overcome, are discouraging, yet they should be but to tell him where his weak points lie, and where he must fortify. And he will find that the conception of the idea, with its determination, is half the battle.

There is force in the remark, that when one fails he is able if only half willing, for when the will, which is the motive power, has determined to do, all the forces of ones nature are aroused to the accomplishing of the object. Napoleon did not rest with the simple determination of passing over the Alps, but made a *road* over them. So the teacher must lay out his work, determine to do it, and then *do it.*

Hindrances and trouble, etc., etc., attend any undertaking, but perseverance and persistent effort lead to success. Little by little, like the dropping of water, the hardest barrier is overcome and removed. Precept upon precept, like the teachings of the Bible, turn the most obdurate scholar from bad to better, and ignorance to intelligence. The teacher must be firm yet mild. Not the swiftest bodies that have the most effect. Anger and hasty words may succeed for the time being, but leave behind them evils that are hard to overcome, viz.: a loss of pupils' respect in a measure.

Punctuality is an ingredient in a teacher's work which acts as an element of success. The teacher may have all these elements in him, but latent; if so, he exerts little influence. It is active work that produces the effect. It is this active power that constitutes the magnetism of the public speaker. While the scholar may respect the teacher, yet he is not inspired by any *act* of the teacher. The teacher has no enthusiasm, hence the scholar manifests none or receives none.

What one teacher can do another can do. One may adopt this

method of instruction, another that. One may be old and useless, the other new and valuable, (not valuable because new) but the former followed because the teacher is accustomed to use it. But methods rest upon themselves and not upon the teacher. An example: Dr. Harris, of St. Louis, when a principal of one of the ward schools of that city, was asked by the Superintendent to try the workings of the Phonic method. He had no faith in its efficiency, but consented to try. He put as much work and labor upon it as upon the old method, and found it vastly superior to the old. The lack is often in the trial. But the means to be used: Whatever constitutes power is a means for success. What wealth is to the merchant, manufacturer, and stockholder, education is to the teacher. He cannot impart that which he has not. Wealth may be borrowed and conveyed, but education can only be conveyed when owned and acquired. A pupil is not a suitable leader for his class, because he is hardly able to help himself, much less to assist others. Thus the quantity, so to speak, becomes an element of consideration, not only to lead the class farther but to lead the members correctly, and make no loss from errors. We heard a person once say he taught more error in his earlier teaching than he expected to correct during his life.

The teacher by his intelligence not only exerts his power generally but especially. He can thus compare methods, sift and select, and can leave his own impressions upon the mind of the scholar. How far this should be done is a question, or whether it is under the teacher's control or not is still a question. But the fact that the teacher becomes an indispensable element in the education of most persons, to fill out the imperfections in study and application, remains; but if pure motives lead the teacher his judgment will direct him aright.

Physical strength is power, hence should be preserved, not to be used in a beastly manner, but to sustain the man and give him freedom for the working of his mind.

Professional training is power. The engineer may come from his school well filled with the theory of lines, curves, levels, etc., but practically unfit for duty above drawing the chain or being an axman. The school navigator may be able to locate the ship and tell how to take an observation as he goes from his school, but when once on

the water some old tar will do the work and find the errors, before *he* can find his formula.

The teacher may have sufficient intellectual knowledge, but without the proper training, he is at sea. He may have experience that is well and helps to success. He then has tried methods and tested their value. He is able to discriminate and judge. He has gained confidence in himself and calls it forth from others. Every day adds to his stock of professional knowledge, which becomes more valuable by notation as he goes along. He needs to look to acquirements special as well as general, for every day shows some new work or the demand for better work and methods. The scholar recognizes quickly a fault in the teacher's proficiency or hesitancy. If the teacher wishes to stand before the class in the best and most powerful light, this daily and continual preparation is not optional but necessary. What the tools are to the mechanic, the library and professional literature are to the teacher. Well written works on his profession feed him on solid matter, increase his range of knowledge, and quicken his preceptions. Periodicals lead him to know the world around him, and to become a factor himself. Associations give him personal acquaintance with fellow-teachers and create a sympathy between himself and them. Visiting shows him other methods, strengthens him in his own good ways, encourages him and makes him critical.

Moral character makes him a power for good, as much by example as by precept.

A Christian life leads to determining the relation of God to man, and man to his fellow-man.

The true teacher accepts these means, enlarges his circle of information, seeks new fields of thought and conquest, is not satisfied with partial preparation for himself or his pupils, nor satisfied with the good work of to-day, but strives for better work and an increase of usefulness.

When the teacher, as an element of national life, knows his place and position, and has won the right to a recognition of equality with other callings by his good and faithful work, the results will be felt in every class and position. There will be better merchants and mechanics, better statesmen and legislators, better men in high and low places, and better society and governments.

REWARDS.

BY a reward is meant a gift from the teacher to the pupil for excellence in lessons, good behavior or prompt attendance. The object of rewards is twofold; to stimulate the pupils to more vigorous action, and to awaken a spirit of emulation. I hold that giving rewards, if it may be considered a means at all, is not the best means to stimulate the pupil. In the first place, what pupil should the teacher most encourage? What class of pupils need the greatest incentives to action? In scholarship, the dullest child; in behavior, the rudest; in attendance, the most lax.

Giving rewards does stimulate the receiver: but who is the receiver? Is it not the brightest one in class? the most reliable pupil in school? Is it not one who, without this stimulant, would do all he should? While the reward encourages the bright and decorous, it discourages, or at least, fails to encourage the stupid or indecorous.

The pupil should strive for excellence, and even to excel. He should study his lessons with an interest in them, not with an eye to the reward he will probably receive. He should be prompt and decorous from a sense of duty, and on account of his love and respect for the teacher and place. It seems evident that the teacher should discard rewards and rely upon right means to secure desired ends. These objects have been attained without rewards. What man has done, man can do.

W. H. BAKER.

WHAT MAKES THE SKY BLUE. The etherial blue color of the sky is due to minute particles of matter which float in the air. Were these particles removed the appearance of the sky would be dead black. It is a fact in optics that exceedingly fine portions of matter disperse or scatter the blue rays of light, coarser portions scatter red rays, still coarser portions scatter all the rays, making white light. The atmosphere is full of aqueous vapor, the particles of which diffuse white light in all directions. When the particles are enlarged, they become visible in the form of clouds. The vapor particles of the white clouds are supposed to be finer and lighter than those of

the dark clouds. That the diffusion of light in our atmosphere, the blue coloring of the sky and the colors of the clouds, are due to the presence of matter floating in the air, has been conclusively proven by Tyndall. On passing a beam of sun-light through a glass tube, the beam is rendered brilliantly visible by the reflection of light from the dust particles floating in the air contained in the tube. But on removing the dust particles, which is done by filtering the air by cotton wool, or causing the air to pass over a flame, the beam of light is no longer visible in the tube.—*Scientific American.*

RIDDLES.

UPON the riddle a vast amount of time and ingenuity has been expended. Riddle making has been popular in all ages and countries, and not only the small wits, but the big wits, of Greece, Rome, France, Germany, and England, have amused themselves with it. Schiller, the German poet, was an adept in this art, and some of his riddles are marvels of ingenuity. Here is one by Fox, the great English orator:

Formed long ago, yet made to-day,
And most employed when other's sleep;
What few would wish to give away,
And none would wish to keep.

The answer is—a bed.

Dr. Whewell, the late Master of Trinity College, is credited with the following, which was always on his lips. It would baffle a sphynx:

U 0 a 0, but I 0 thee,
O 0 no 0, but O 0 me;
Then let not my 0 a 0 go,
But give 0 0 I 0 thee so.
You sigh for a cipher, but I sigh for thee,
O sigh for no cipher, but O sigh for me;
Then let not my sigh for a cipher go,
But give sigh for sigh, for I sigh for thee so.

Whew! well done! we hear a punning reader exclaim.

The following is inferior to the sighing riddle so often repeated to

his friends by the author of the "History of Inductive Sciences," but it is not the device of a bungler:

Stand take to takings
I you throw my
I understand
You undertake
To overthrow
My undertakings.

Prof. De Morgan, Author of the celebrated work on "The Theory of Probabilities," is the author of a cunning punning riddle: How do you know there is no danger of starving in the desert? Because of the *sand which is* there. And how do you know you will get sandwiches there? Because *Ham* went into the desert and his descendants *bred* and *mustard*.

The following curious epitaph was found in a foreign cathedral:

EPITAPHIUM.

O quid tuæ
bi est biæ;
ra ra ra
es et in
ram ram ram
i i

These puzzling lines have been explained as follows: *Ra, ra, ra,* is thrice *ra*, i. e., *terra—ter ra*; *ram, ram, ram,* is thrice *ram*, i. e., *ter ram—terram*; *i i* is twice *i i*, i. e., *i bis—ibis*. The first two lines are to be read: O *super* be, quid *super* est tuæ *super* biæ. The epitaph will then be:

O superbe, quid superest tuæ superbiæ?
Terra es et in terram ibis.

We will close with a specimen of the puzzles in letters:

CC
SI

"The season is backward." (The C's on is backward.)—*Chicago Tribune.*

A Beautiful Experiment. The following beautiful chemical experiment may be easily performed by a lady, to the great astonishment of a circle at her tea party: Take two or three leaves of red cabbage, cut them into small bits, put them into a basin, and pour a

pint of boiling water on them; let it stand an hour, then pour it off into a decanter. It will be a fine blue color. Then take four wine glasses; into one put six drops of solution of soda; into the third a strong solution of alum, and let the fourth remain empty. The glasses may be prepared some time before, and the few drops of colorless liquid that have been placed in them will not be noticed. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will become a beautiful red; the glass containing the soda will become a fine green; that poured into the empty one will remain unchanged. By adding a little vinegar to the green it will immediately change to a red, and on adding a little solution of soda to the red it will assume a fine green, thus showing the action of acids and alkalis on vegetable blues.

EXAMINATION QUESTIONS.

ARITHMETIC.

FIRST. Divide 56072.5 by .15, multiply the quotient by .005, and add .00003 to the product?

2. Find the sum of $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$ of 4-5 of 5-6 and $2\frac{1}{2}$ and 2-3 of 4-5 and 2?

3. 4-5 of 90 is $\frac{3}{4}$ of how many times 12?

4. What decimal part of £ is 18s. 4d. 3f.?

5. What is the bank discount on $500 for 1 month and 12 days, at $\frac{1}{2}$ per cent per month?

6. What is the present worth of a note for $800, due in 6 months, at 8 per cent, and what the true discount?

7. A man owing $240 paid $32 of it; what per cent of the amount has he paid?

8. There are three sums of money payable at different times: $500 in six months, $600 in seven months, and $800 in ten months; what is the required time for paying the whole amount owed?

9. If $4\frac{1}{2}$ cwt. can be carried 36 miles for $5.50, how many pounds can be carried 20 miles for the same money?

10. What is the cube root of 18399.744?

GRAMMAR.

1. Name the parts or divisions of English Grammar, and tell what they treat of respectively?

2. After what verbs in a sentence is the sign "To" of the Infinitive mood omitted?

3. Write two sentences, one containing "That" as an adjective, the other "That" as a relative pronoun.

4. Express the same meaning by two sentences, one containing the "Active" the other the "Passive" voice of the same verb?

5. Define Defective verbs and Conjunctive Adverbs, and give examples of each?

6. Give a Compound sentence containing all the parts of speech and analyze it?

7. What are the Auxiliary verbs, and how are they used; which express power and which determination?

8. Write the past tense and the perfect participle of Rend, Fall, Forbear, Swim, Strive, Let, Girt and Fly?

9. Mention some of the interjections, and give the rule for parsing this part of speech.

10. Name the signs of punctuation, analyze and parse the italicised words in the following lines:

On Susquehanna's side, fair *Wyoming!*
Although the wild-flower on thy ruin'd wall
And roofless houses, a sad *remembrance bring*
Of *what* thy gentle *people* did befall;
Yet thou wert once the loveliest *land* of *all.*
That see the Atlantic wave their morn *restore.*

HISTORY.

1. Name six great families or divisions of the Indians of North America, and state which were located East and which West of the Mississippi.

2. Mention the English, French, Spanish and Dutch discoveries and settlements in America.

3. Name all of the Colonial Wars, and give an account of the campaigns of the French and Indian War of 1759-60, and the results of this war.

4. Give an account of the first Colonial Congress and of the first Continental Congress.

5. Mention the battles in which the Americans were defeated, and in which they were victorious—with the different localities—during the war of the Revolution.

6. What were the causes of the second war with Great Britain—from 1812 to 1815? Mention the different battles of this war on land, and also the naval battles, with the names of the commanders in each battle.

7. When and where was the treaty of peace signed at the close of the Revolutionary War? At the close of the second war with Great Britain? Who were the American Commissioners in each case?

8. When and where did the Convention which framed the present "Constitution" meet—who presided over it, and how long did it continue in session? What were the defects of the "Articles of Confederation" which the Constitution succeeded.

9. Give an account of the Territory acquired by the United States during the administration of Jefferson. Of the manner in which it was obtained—and the Territories and States into which it was divided.

10. Contrast the condition of the United States at the close of the "war of 1776" with that of the present time, and mention the prominent points of difference.

GEOGRAPHY.

1. Name the different races of men, and the estimated number or population of each?

2. Mention all of the mountain ranges, with the highest peaks of each, in the Western Hemisphere?

3. Name twenty rivers of the Eastern Hemisphere, and tell what waters they flow into?

4. Locate all the Capes, Islands and Peninsulas of the United States?

5. Mention the chief commercial, manufacturing and mining States of the Union—with the seaports, capitals and principal cities of each?

6. Mention the States and Territories lying between the Mississippi River and the Pacific Ocean—and give the general features of the Territories?

7. Locate the Mediterranean Sea—name its Islands—the Rivers flowing into it—and the Countries bordering on its shores?

8. Name and locate eight commercial cities of Asia—mention the inland countries of Asia—and give their capitals?

9. Name the States respectively which excel in each of the follow-

ing characteristics: Population—Ship-building—good Harbors—productions of Salt—of Iron—of Lead—of Coal—of Copper—of Sugar—of Cotton—of Wine—and variety of manufactures?

10. Describe a voyage around the world, starting from New Orleans?

TEACHERS' EXAMINATIONS.

MR. EDITOR: An interior town recently authorized its school committee to advertise for a teacher, and appoint a day for the examination of applicants. When the day arrived several candidates made their appearance, and among them a friend of mine who had tried his hand at various pursuits, but had signally failed in each. He was a young man of good English education, of correct habits, and in general, industrious and painstaking, but somehow or other, things had gone against him, and he was fast making up his mind, that he was an odd piece, not fitted to any discoverable crevice in the make-up of the world. But I assured him that the world was out of joint and couldn't be made to run smoothly until he was fixed in his place, and so, on the principle of that unprincipled rule in arithmetic called Double Position, I advised him to "try"—*school teaching.*

He came to me after the trial was over, and with a countenance whose cynical mirthful solemnity I shall never forget, said: "Would you like to see my paper on Geography?"

I took the paper and herewith transcribe it, giving you my word that it is a "*true copy attest.*"

1. Name the railroads in this State, and state who is the president of each.

2. Name the principal wood and water stations on each road.

3. State what streams the roads cross, and the style of the bridges?

4. Estimate the value of the land along the route between W and B?

5. How large a dividend does the A and C road pay?

6. Describe the L. M. road, giving the number and length of curves and the height of grades.

7. Bound the central and northern counties of this State.

8. What is the capital of the United States?

It is very evident that a depot master or a railroad director was on that committee, I said after reading the above questions.

I think so, was the reply, but here are a few questions which will undoubtedly satisfy you in regard to the theological status of the committee.

HISTORY.

1. What is your opinion of the age of the world?

2. State the reasons for considering the first chapter of Genesis a true history.

3. How many questions and answers are there in the Assembly's Shorter Catechism.

4. Where was Job, when God laid the foundations of the earth, if the world is round?

5. What church do you belong to?

I forbear any further quotation of questions, lest the readers of the SCHOOLMASTER should think I am imposing on their credulity, but I have given these as a sample of the sense used in many districts in the propounding of questions for examination.

In looking over some hundreds of papers prepared in different parts of the country, East and West, I find that they can be easily classified according to the following order: Test of memory only, three-fourths; test of logical faculty, one-fifth; questions of experience or ingenious puzzles, one-twentieth.

Who make up these questions, and who determine the appointment of candidates? Generally a committee whose service is determined not by their fitness, but by their opinion of General Grant, or a Prohibition Law. I am personally acquainted with a member of a school board in a large city, who once remarked to a friend: "I haint got no *rel*-i-gion, but for all that, I aint no in-*fid*-el," and he also declared that "any body might get rich if they would only be e-con-o-*mic*-al."

This may be an extreme case, but it does not alter the general fact that school boards are constructed out of political timber, and as long as this is the case, we can expect no radical reform in the methods of conducting teachers' examinations.

And yet there is a remedy, and teachers have it in their own hands and may apply it if they will.

It lies in the elevation of the teacher's vocation to a distinct *profession*. When a lawyer is admitted to the bar he is examined by lawyers. He enters the profession and a certificate allows him to practice wherever he desires, but his status is measured by lawyers. So is it in all other professsions. The men in the profession are supposed to know the most about it, and the world is satisfied to have it so, but in teaching, a man or woman who cannot govern a single child, will yet feel competent to determine the ability of any teacher whatever.

If now the teachers of a single city would form themselves into an association, and say, no person can come into our city and practice the profession of teaching without first proving his capacity before a committee selected from our number, in a very little while the people would see the eminent fitness of such a rule, and would cordially assent to it. Other cities might do the same, and in process of time the *profession* would be established. I know this suggestion is put in a very crude shape, but if it will start criticism and discussion, my end is accomplished.

The prevalent error in the conducting of teachers' examinations is, the assumption that knowledge is the main qualification, whereas it is not so much knowledge as wisdom that is demanded. A man may be an encyclopedia of knowledge, and at the same time be utterly ignorant of even the rudiments of wise teaching. A written or oral examination may be no test whatever of ability to teach, and hence the necessity of devising some other means, which shall guarantee, at least, an approximately correct result. I mention here a method I once saw employed in a German school. The examining committee was the principal himself. He invited the young man who was the candidate to visit the school with him, and after taking him through a few rooms, allowing him to make such observation as he pleased, he finally brought him to one room and asked him to conduct a recitation. The young man complied, and though he made some mistakes, he was complimented on his success, and received the appointment. In a private conversation, Herr E. said it was not so much the young man's knowledge as his *tact* and *magnetism* that determined the result. Now this may not always be a practicable method, but it certainly is a practical one. The examination was made by a practical, active teacher, by a man personally

interested in the success of his school, and by one who knew the special needs of the pupils, three things that rarely enter into the composition of a school-board.

I know well that there are many school-boards which are unexceptionable in their character, but they are only happy exceptions. Therefore I urge upon teachers the necessity of putting themselves into a position where all competition shall be based fairly upon merit, and intrinsic qualities. Only by this means can the vocation be raised to the dignity of a profession, and secure for itself a fair and honest reward. As it is now, money is paid too often for relation's sake, or party's sake, or religion's sake. Hence it is that the compensation of good teachers is pitiably small in comparison with their worth.

Appleton's Encyclopedia can be bought for ninety-six dollars in sheep. Why pay eight hundred or a thousand for it in cloth? My German friend says, *tact* and *magnetism* are worth more than that, and that these things are going out of the business of teaching, because their money value is three and four and ten times as much in theology and medicine and law, and dry goods, and hardware, and groceries, and hippodromes.—*Rhode Island Schoolmaster.*

CO-EDUCATION OF THE SEXES.

NO Physiologist or Hygienist, who has given the subject any consideration, will pretend that our present system of education is perfect. None feel the importance of improvement in this direction more than teachers and physicians. The hygienic condition of our educational buildings is in many instances most wretched. Children of both sexes are usually put to school too young, and are also required to do too much in a given time. Either the standard of education is set too high for a large majority, or there is too little time given to reach it. The best interests of our children, both boys and girls, exclude the possibility of identical education carried to any great extent. Minds are not alike in children. They naturally incline in different directions, and need different training for their best good. To a certain extent,

however, identical education may be quite profitably carried on. The real foundation of a good education is laid by acquiring a thorough knowledge of one's own language. This, as well as the rudiments of the more useful sciences, can be very properly taught to both sexes in the same manner. But as advancement is made in the various branches of education, the identical mode of instruction becomes objectionable, both to males and females.

It has been said by recent writers, and I will not deny the truth of the assertion, that our girls suffer more from our present form of co-education than our boys, and the question very properly arises, Why is this the case? Until of late, it has been thought by most persons, that the mode of life out of school, and the most miserable fashions of dress, were quite sufficient to answer this question. Recently, however, a new cause, that of sexual peculiarities, has been given. Identical co-education has been strongly opposed, upon the ground of a great physiological difference said to exist between boy and girl, man and woman. To this point especially do I call attention at this time.

In a literary society the following question was asked: "What does history tell us about the injurious effects of wine-drinking in the old countries?" A gentleman of extensive reading and great literary attainments promptly answered, "That depends upon the historian." Just so is it in regard to other matters. The opinions of writers and speakers are greatly influenced by circumstances. Hence it becomes of much importance, when we wish to weigh the argument of any one, to know from what standpoint he speaks or writes.

Science, falsely so called, pretends to occupy a sort of consecrated temple, where faith takes the place of knowledge, authority imprisons reason, and bigotry demands implicit obedience.

But true science acknowledges no ground too sacred to tread upon. Through its influence, reason supersedes superstition, actual knowledge a blind faith, and freedom of thought dethrones bigotry.

Performed opinions, based upon or springing from financial or other interests, not unfrequently so warp the minds of good men, as to lead them into erroneous arguments against both philosophy and common sense.

To the masses, the science of physiology is but little known or understood. Very few, outside of the medical profession, are at all

qualified to judge properly of arguments based upon physiological points or questions. Hence it is very easy to mislead the public mind in this direction.

It is no very difficult thing, in these days of general nervous excitement, to start up physiological bug-bears and hygienic scare-crows. Make folks believe that they are physically weak and wretchedly situated, and you have planted within them the germs of disease. Too much of this is being done at the present time, and there is, at least, some reason for fearing that "Sex in Education" blows its loudest blast in this direction.

It seems, from the general tenor of "Sex in Education," that the particular point which it labors to bring prominently before the public is, that the Ovaries have connected with them or their functions some peculiar tendency to arrest in development, or else some very debilitating effect upon the female system, entirely different from anything with which the male has to contend. Is this the truth? Let us examine the matter carefully, and see if there may not be some error in the Dr.'s reasoning or rather assertions.

From works on anatomy and physiology, it seems evident that there is really no great difference in the change that takes place at the age of puberty in the male and female. In both sexes this change is of equal importance, and the ovary is of no more consequence to the female than the testicle is to the male, and needs no more care.

In regard to the assertions made by Prof. Clark, that prior to puberty the ovaries merely exist in a germinal form of complete inactivity, there seems to be good reason for a contrary opinion. It does not seem at all reasonable to believe that a regular course of study would be any more likely to bring on a pathological condition of these organs, than of the respiratory, circulatory or digestive organs. Other things being equal, there are good physiological reasons for believing that the female organization would stand mental labor and a sedentary life better even than the male. The nervous system of the female is more sensitive and quicker to receive impressions; while the osseous and muscular are smaller, and not designed for so much physical exercise. Hence it would seem that our present school system is more especially a girls' system than a boys', and, if either have reason to complain, it is the latter. Boys

and men seem to be designed by nature for great physical exercise, for knocking about and laboring in the out-door air, while the girls and women seem better calculated for a more quiet in-door life. At any rate there is no good reason that can be drawn from physiology for calling our schools "boys' schools."

Observation and experience have taught most of us that, during the periods of æstruation or heat, the lower animals are naturally more active, both physically and mentally, than at other times. From this we might reasonably infer that the usual amount of activity would not be injurious to the human female during her menstrual periods.

But Prof. Clark tells us "The system never does two things well at the same time." Of course the Doctor does not mean to announce this as a physiological axiom. It would be a new and strange one indeed, for we all know very well that the health of every one depends upon the system doing a great many things well all the time, and at the same time. It must perform the circulatory function, the respiratory function, the digestive function, and many other things well all the time, in order to keep the system in the best condition. The muscular system cannot indeed act to any great extent without the action of the nervous. The mind, through the action of the nerve-centers, guides and directs us in all we do voluntarily. The more perfect our actions, the more perfect must be the action of the nervous system to control them.

Extraordinary work of various kinds cannot be well done at the same time by the system without injury. If we over-work any part or apparatus we injure the whole system, and if we persist in so doing we soon produce functional derangements, soon followed by actual organic disease. Too much study of any kind, with too little physical exercise, is bad. It is the over-work of the nervous system and the lack of muscular exercise that is producing so much general debility among us. It is for this reason, largely, that our present system of "Girls' Schools" is so objectionable. It is a proper exercise of all parts, under proper hygienic conditions, that is so much needed by all classes, males as well as females, in these times of mental excitement and physical debility. T. A. P.

[CONCLUDED NEXT MONTH].

THE OLD AND THE NEW.

IN these times of complaint that scholars are forced to do too much studying; that all the natural methods of training are left untouched, and the children are actually *driven* to study; that, owing to the kind of teaching that the pupil receives, he is no better acquainted with the arts and sciences of modern times; in these times it gives one pleasure to read in an autobiography a chapter so pleasant, so entertaining, and so full of meat as the chapter in the autobiography of John Stuart Mill, which tells of his education; and a chapter which has proven "how much more than is commonly supposed may be taught, and well taught, in those early years which, in the common modes of what is called instruction, are little better than wasted."

Think of this fact, teachers, "when I began to learn Greek I have been told that it was when I was three years old." And he learned Greek in a way which appears to have sound reason in it, but which is entirely impracticable in the present arrangements of schools. His father gave to him to commit "lists of common Greek words with their signification in English, termed vocables." Then he learned the inflection of nouns and verbs, and was prepared to enter upon translation. He began Latin in his eighth year and had read at that time Herodotus, Xenophon, Plato, and the works of others. No doubt much of this was beyond the comprehension of the boy, but still he had the right way, that is by rendering into English the Greek and thus having at hand a large supply of words.

What do you suppose was his recreation? History; and such history as would fill the mind of the average American scholar with awe and amazement. Picture to yourselves a child of seven reading Hume, Gibbon, Rollin, and writers on special periods of English History. But there was this thing in his favor. In the morning walks of father and son, the latter gave to the former a daily account of the previous day's reading.

When he was eleven he had read all the most noted and best Greek and Latin authors, such as Virgil, Horace, Livy, Ovid, Cicero, Iliad, Odyssey, Demosthenes, etc., etc. Besides he had "learned elementary Geometry and Algebra thoroughly; the deferential calculus

and other portions of the higher mathematics," and had acted as tutor to the younger children in their study of Latin and Greek.

When he was eleven he also wrote a history of Rome from its settlement to the time of the Licinian Rogations, and ably discussed the Agrarian Laws and "upheld to the best of his ability" the Roman Democratic party.

It only remains to add that a year or two later he took up the study of Logic, Political Economy, as well as the perusal of the Ancient Authors upon these subjects.

Here is given a brief but succinct account of young Mill, who *finished* his education at the early age of fourteen; for all that was done in after years was mainly his own work. At this time his pupilage ended. And the question arises, what and why so great a difference between the boys now and this lad? Undoubtedly his was an exceptional case and still not exceptional to such a degree but that the difference between the attainments of our boys and those of Mill should be lessened in a great degree.

No one can deny but that everything is now all ready for use, Lexicons, Grammars, etc., none of which were within the reach of Mill.

It is beyond the time of the writer to give in full the reasons which seem to him to be the cause of this wonderful case of acquiring knowledge. But few boys have a father who can devote his time to the education of his boy; talented lads are not taught separately; classes of twenty must be instructed; too much time is given to learning the grammar and its exceptions, and too little time to translation, and finally the growing tendency to throw Greek and Latin out entirely as not worth any study. And yet these seem to be the very foundation of young Mill's education. C. E. A.

TACT IN TEACHING.

To illustrate: An orthography class is reciting. The word "George" is given. John misses it, when it passes to James, who spells it correctly. John is now required to spell it, but fails again; and though it be spelled for him a dozen times, and he attempt it as many, still he fails. Now, it will not do to call him a "dumb boy," and pass on; the teacher must

have tact to enable the pupil to master the word. It has been done thus: "What are the first two letters? What are the last two?"—these questions repeated till the fact is impressed. "How many letters in the word? The two middle letters are what?"—and the word is mastered. The highest diploma which the best college in our land can bestow cannot make a successful teacher; nor, to be more precise, does it even indicate him. Some of the most learned in the profession are not embraced in the circle of the most successful. Why? They lack one of the essential qualifications of the successful teacher—*tact*. That teacher who binds himself down to the experience and methods of others is a failure, just as certainly as he who binds himself down to the text-books. Stereotyped methods will not work in the school-room any more than the text-book questions are sufficient for any single lesson. It is well that we seek and obtain the experience and methods of others; but, after all, they are simply aids when viewed in the light of their real value.

But why speak of tact? Because it is lacking in a large majority of the instructors of the present day; and this, in a measure, because it is not properly appreciated by a large majority of those having control of the employment of teachers. It is not safe to conclude that a teacher is successful simply because he holds a high-grade certificate. Some of the greatest bunglers in the school-room can point to a normal school or college diploma, or a permanent certificate. This statement is made from personal observation. Let a man hold tenaciously to another's plan, and he is a failure; let him dare to strike out for himself and he may succeed.

The sinew of tact is education. Success will not perch upon his banner who lacks either. Yet a moderate education combined with tact will insure a greater measure of success than a liberal education without tact. Where this quality is lacking in the teacher everything is a drag, and ere long there is developed a monotony in the daily routine of study and recitation which has contributed a vast number to the pitiable band of mental dyspeptics to be found among the American youth of the nineteenth century.

Yet what can be done? The certificate of the applicant for a school does not indicate his tact, and hence, how is a Board of Control to judge? True, we have "Theory of Teaching" on the certificate, but is not that a dead letter? If the applicant has had no

experience in teaching he receives "none" for "theory;" if he has taught one or two terms he receives "middling;" more than that is "good," and the next time he is examined his "theory" mark is No. 1. What an absurdity!

The "theory" mark should embrace tact, and should be obtained by examination, as well as the mark for any of the branches he is authorized by his certificate to teach. Nor would this be a difficult matter. County superintendents are, or at least should be, practical, skillful teachers. Such could easily direct the proper questions for ascertaining the amount of tact an applicant will employ in his "Theory."

The common-school system is moving on, but still there is much deplorable dragging. The machinery often screeches like the "hot-box" of the railroad train. It needs lubrication. *Pour on more tact!—Pennsylvania School Journal.*

THE TEACHER'S LIFE.

The teacher's life! most pure and high!
The opening mind with gems to store;
To upward point the wandering eye
When youth's frail barque forsakes the shore.
The world its hollow plaudit bears
To fame that's won amidst its strife:
But deeper, loftier praise is theirs
Who, honored, lead the teacher's life.

The teacher's life boasts truest fame:
'Tis not alone the mind to fill—
The heart, God's greatest work, hath claim
Upon its highest, holiest skill.
To guide its erring feelings right,
Destroy the weeds that spring so rife,
Whilst opening realms to mental sight—
This, this, Oh! this the teacher's life.

The teacher's life! not only know
Cities the blessings by it showered,
But where the fresh, pure breezes blow
O'er peaceful fields and ways embowered,
How oft the modest school-house there
Is seen, far, far from busy strife,
In God's own blessed sun and air,
The temple of the teacher's life.

The teacher's life! 'tis not to roam
In eye of man some towering height,
But in the valley of its home
For God's pure eye to shed its light.
How many, as they pass along
The snares within their way so rife,
With towering brow and footstep strong,
Have cause to bless the teacher's life!

—*N. Y. School Journal.*

Editorial Notes.

Have you not noticed that in the primary school your boys and girls, when interested, will express themselves in natural, pleasing tones of voice, and with appropriate modulations in respect to things which they have observed? Have you not seen, that, when the sentences which they have formed are written upon the blackboard before them, they will read such sentences in much the same natural and easy style? Why, then, do you not cause them to feel that they have a property in the sentences which they read? that they are, in a sense, their own, and then they will read them well.

A teacher who has reason to expect that his class will not answer well when examined, may be tempted to have recourse to equivocal or dishonest schemes, for the purpose of enabling the children to acquit themselves creditably. Of such tricks and schemes there are numbers, but none are worthy of mention or practice. They are extremely silly, too, since before putting any of them into execution a teacher must make his pupils his accomplices, or take them into his secret. The children undoubtedly will betray him, either to their parents at home, or to the audience collected in the school-room. The consequence will be that once detected in such practices, no confidence can be afterwards reposed in that teacher, and the time lost in drilling pupils in these mischievous exercises, would, if well employed, have brought them by an honorable course to the required proficiency.

There were examined recently in Boston, thirty-six candidates for two vacant sub-masterships in the English High School, and here are the subjects with which the applicants are required to be familiar: Why there is any examination is a pertinent question? What scholars must have present themselves? They would compare favorably with young Mill, who has become so famous an example for all boys who desire to become shining lights in the

pursuit of an education. But, seriously, is there any need for such an extended knowledge as this list of subjects seems to demand? Or is a smattering of all sufficient? Would it not be better to classify the subjects and demand special teachers for each subject? Why not examine the teacher of drawing, or of music in reading, so that it may be known if he can pronounce his words so as to be understood by his hearers? or in declamation, or in geometry, and especially in physiology? But here are the subjects: Drawing, penmanship, reading, declamation, commercial arithmetic, book-keeping, algebra, geometry, trigonometry, physical geography, physiology, botany, mineralogy, astronomy, natural philosophy, chemistry, moral philosophy, Constitution of the United States, rhetoric, composition, English literature, Latin, French and German.

The "Premium Chromo" has come to grief, and the public is heartily glad of it. Mr. Louis Prang of the firm of L. Prang & Co., the world-famed chromo-lithographer of Boston, has given the subject an airing in a circular, in which he states the conditions under which alone a good chromo can be produced. Having done this, he proceeds:

Now look at the way in which most other pictures are produced, those, for instance, which are manufactured by the million in the German workshops, and, above all, that abomination peculiar to our own time, the "premium chromo." With these the question is not quality, but cost. A cheap original is chosen, oftentimes even the chromo of some other maker which happens to be unprotected by the copyright laws, the "artist" (if he deserves that name) is limited to a certain number of printings; and the printing itself, executed on poor paper with cheap materials, is done on a steam press at the rate of 5000 or more impressions a day, while good hand-press work will not give more than from 100 to 200 impressions per day. Take, for instance, that greatest swindle ever perpetrated on the American public, the imitations of my "Barefoot Boy," which only a flaw in our unwieldy copyright law prevents me from visiting with the punishment it deserves. My chromo was made from the original painting, which I own. Small as the picture is, twenty-six printings were employed in its production, the drawings were all made by my best artist, and the printing carefully done on the hand-press. The imitations, on the contrary, stolen from my chromo, are done with from twelve to sixteen printings, are all printed on the steam-press, and some of them are not even printed from stones on a lithographic press, but from raised zinc-plates on an ordinary book-press. The result is an execrable daub, which sell to the trade at about twelve cents per copy! I do not hesitate to say that almost all premium chromos, with only a few honorable exceptions, partake more or less of this character, and generally do not cost more than from ten to thirty, or, if it comes high, fifty cents. It is then left to the imagination of the honorable editor to make a "magnificent, first-class $5 or $10 chromo" out of this production, the price ostensibly put up-

on it being simply limited by the tenderness of the editorial conscience. The latter commodity can usually be accurately measured in the inverse ratio to the "value" of the premium.

From the sessions of the Teachers' Institutes that have been held throughout the State by Hon. J. H. French, Mr. N. A. Luce, and Mr. Corthell the following excellent thoughts and suggestions have been obtained:

Underlying principles—the philosophy of teaching, marks the present character of the best work done in these assemblies of teachers. And such work is the real need of the times. Lack of philosophical, systematic, *educational* work is especially manifest among school workers. The real work of teaching, true teaching, is not to make the mind a store house of facts, but to develop its powers. Principles are to be made the medium of that development.

The need of institute work is seen in the fact that on the average the teachers in the schools change every four years. The new workers taking the place of the old, must be trained to do good work, without waiting to learn from experience. Again, teaching is becoming more and more a science, and a progressive one, and, that teachers may keep abreast of the times, all improvements must be brought to their knowledge.

The boy or the girl is the chief problem which the teacher has to study. The boy is dependent upon the senses for his acquisition of knowledge. An understanding of the object to be taught as well as of the object which is taught is necessary.

Knowledge is acquired by the young child chiefly by hearing and seeing. Now, no organ of perception can be successfully addressed until its attention is arrested by some sensation. The object to be taught being once perceived should be thoroughly lodged in the mind, so it may remain there. This matter of thorough knowledge and consequent retention is too much neglected by our teachers. The retentive faculties need to be cultivated. Memory, suggestion and association, all should command attention. Suggestion and association bring into use at a moment's demand the stores of memory. To lodge facts in the mind of the child and to cultivate the perceptive and retentive faculties is the work of the primary schools.

A time comes when the child begins to reason, to ask why such and such are so. This is the reflective power. To ask a question the child must dress his thought in the garb of language, must use his inventive powers. The child seldom, if ever, reasons logically. But he can be taught through his imagination, which is disproportionately developed. By and by he will learn to reason from cause to effect, and then he can form a judgment. This classification of mental powers is the basis of object teaching.

The germs of these faculties are all in the mind of the infant; gradually they develop, the perceptive faculties first, the reasoning faculties later on. The perceptive faculties have strength enough at five years, to be utilized by

the teacher. The power of analysis is wanting now, and will be for some years, and all studies that require analysis should have no place in the school room. Those that require only the exercise of the perceptive, retentive and imaginative powers, are proper to be introduced. At ten years the reason and judgment may come into play.

The work of the school, on the part of the pupil, should consist of study, recitation, and rest. These should be systematically arranged in a definite programme, founded partly on an experimental knowledge of the various lengths of time during which the interested attention of children of different ages can be held for purposes of recitation.

Again, the matter of study is to be arranged. Pupils, if left to their own guidance, will not divide their time among their different studies properly. The teacher must do this, and the time for the study, as well as that for the recitation of every lesson, must form a part of their daily programme.

The primary and principal work of the teacher is instruction. This is the *end* to be aimed at always. Hence all school arrangements should be made with reference to this end. And in order to secure it, time is to be economized in all possible directions. This can be done by systematizing the regular work of the school. The objects to be kept in view are, respectively, to secure the largest saving of time for study and recitation; to secure the least possible disorder, and to influence the general order. We are so constituted that forces influencing us in one direction, will act in other and kindred directions. Hence pupils trained to orderly and quiet movements in class and other exercises, will unconsciously become more quiet and orderly generally.

To enter or move about an assembly quietly and without creating a disturbance, is something in which young America should be educated and the pupil trained in the school-room to such habits, will carry them out into life with him. To secure the objects we may have the following rules:

1. Move classes when practicable as *wholes*, and by some system of signals.
2. As a preparation for recess and dismissal, have books laid aside, and the school in a state of absolute quiet.
3. Send the pupils to recess in *divisions* by some system of signals.
4. When pupils leave the school-room, dismiss by divisions; when not, dismiss them standing.

The means to be employed by the teacher of drawing are, first, a good blackboard and crayons for illustrations and explanations of the elements of the forms to be drawn; second, Drawing Manual from which to work up the daily lessons; third, daily preparation by practice on the forms which are to make up the lesson, in the analysis of those forms, and in method of teaching; and fourth, daily inspection of the pupil's work, in order to correct faults, to secure careful work, and to keep alive interest in the exercise.

The means to be employed by the pupils are, first, in primary grades, drawing cards, and second, in grammar and higher grades, drawing books containing the forms to be drawn, printed directions, and blank spaces for draw-

ing them. If these cards and books cannot be had, the teacher must make more use of the blackboard. Third, unruled paper for drill exercises, even where books are used, and for all exercises, in case pupils have no books; further, long, well pointed pencils. These with the drawing cards and books are to be kept in charge of teacher. Fifth, regular work under the eye of the teacher, and practice by himself. With regard to methods of teaching, there should be, first, dictation exercises in which the pupils work after verbal directions, thus translating words into form and thereby cultivating attention; second, where pupils are supplied with drawing books, they should work from printed directions. A habit of careful study will thus be formed. Third, analysis of copies to train the perceptives and educate the power of verbal expression; fourth, reproduction from memory; fifth, copying from the flat; sixth, conventionalizing natural forms, as leaves, flowers, fruits, &c. True art in its decorative forms never imitates nature, but discovers and uses the general forms after which she works. Seventh, model drawing, or reproduction in outline, without perspective, of geometrical forms, pottery, glass ware, &c.; eighth, teaching the elements of practical design; ninth, original designs should be required of pupils combining principles and forms previously taught; tenth, time exercises, to train to ready work; and eleventh, incidental and general instruction in the history, characteristics and principles of ornamentation.

More teachers fail in their work from lack of tact in governing than from any other cause. When the same attention is given to the principles of government, as is given to those of instruction, much of this lack of tact will disappear. Under school government we must consider:

I—*Offences*—

1. Unintentional, accidental, or careless acts.

2. Deliberate offences. Of these there are several classes: first, mischievous, done for fun; second, annoyances of other pupils; third, willful breaking of rules; fourth, annoyances of teacher.

3. Vicious offences. First, from obduracy; second, for spite; third, revengeful acts.

4. Malicious acts.

All offences arising in school will come under some one of these classes.

II—*Discipline, meaning power to control*—

1. Discipline of self. To govern others one must be able to govern himself.

2. Of the pupil.

III—*Prevention of offences*—

1. Employment. A school employed is a school governed; a school interestingly employed is a school pleasantly governed. Employment should be pleasant and such as pupils can understand.

2. Teaching pupils self-reliance and self-respect.

3. Trusting pupils.

IV—*Punishments*—

1. For the good of pupil. These are: first, private reprimands; second, personal interviews with parents for consultation; third, private punishment. In inflicting private punishment care must be taken that the punishments are not of a character to be exaggerated, or some older pupil's presence should be had.

2. For the good of the school. These should be: first, public reprimands; second, public punishments; third, suspension from recitations; fourth, expulsion from the school.

V—*Maxims of School Government*—

1. One rule—"do right." Don't promulgate any code of rules at the beginning of school, for they will be broken within three days.

2. Never threaten.

3. When you consent, do so cordially.

4. When you refuse, do so finally.

5. Never punish in anger.

6. Never scold, nor speak on an elevated pitch.

7. Find fault seldom.

8. Commend often.

9. Never give an unnecessary command.

10. Never give a command you do not intend to have obeyed.

These maxims observed, children will be happy and school attractive.

There are nine principles which must be recognized in all object teaching. First, activity is a law of childhood; hence accustom the child to do—educate the hands. Second, cultivate the faculties of the mind in their natural order: first, form the mind, then furnish it. Third, begin with the senses; lead the mind on wholly in the order of discovery. Fourth, reduce every subject to its elements; one fact at a time is enough for a child. Fifth, proceed step by step. Be thorough. The measure of instruction is not how much the teacher can give, but how much the child can receive. Sixth, let every lesson have a *point*; have no aimless teaching. Seventh, develop the idea or thought, then give the term or expression for it. Cultivate expression or language. Eighth, proceed from the known to the unknown; from the particular to the general; from the simple to the more difficult. Ninth, first synthesis, then analysis. Not the order of the subjects, but the order of nature. There was given the following formula for developing ideas. First, present the object. Require the pupil to perceive its form, size, color, weight, taste, odor and sound. Thus the pupil is trained to use his senses intelligently; second, experiment and illustrate, to lodge ideas in the mind; third, give terms to express the idea; fourth, repeat and fix these terms or names of ideas; fifth, embody the idea with the expression of it by the use of sentences containing the expression; sixth, make an application of the idea by having pupils apply it to other objects; seventh, write on the blackboard a statement of the idea taught.

The first step in the object-teaching on common objects is to employ con-

versational lessons to get at parts and uses, developing perceptives and judgment by a comparison of similarity and difference. Of the parts, pupils are to be taught the name, number, position and relative importance. The uses of each part and of the whole are to be brought out.

Second step—Method and points are same as in first step; second, parts are to be discovered by pupils, their uses described and names given; third, properties, as form, size, color, material, &c., are also to be discovered by pupils, and their names written plain on the blackboard; fourth, anecdotes embracing incidents, history and so forth are to be related by teacher and pupils; fifth, recapitulation of work done with the object in sight, in the form of a description of the object; sixth, review from memory of everything taught in the lesson.

Third step—Work to be done is first, parts, qualities and uses to be taught; second, adaptation of qualities to use; third, qualities that can be discovered by the senses, and by simple experiment are to be got at. Qualities depending on one another are next to be sought; fourth, comparison of objects —those forming the subject of the lessons with others known to the child.

The results to be secured by object lessons, are first, the power to group facts; second, the power to classify; third, the power to generalize, and fourth, the power to deduce principles.

Educational Intelligence.

MAINE.

The Free High school at Waldoboro is under the charge of Mr. A. B. Allen, a recent graduate of Colby University.

E. O. Howard, of Winslow, graduate of Bowdoin College in the class of this year, has been chosen Principal of the high school at West Waterville.

The Brunswick Telegraph says that about $90,000 of the sum of $100,000 asked for, have been subscribed to the funds of Bowdoin College, and nearly $18,000 in cash has been paid in. The work of soliciting is still going on.

The Orient says that this year Bowdoin rejects several men who had passed the entrance examination of some of her sister colleges without conditions. Her standard is now, as ever, among the first of New England institutions.

Mr. J. S. Barrell, formerly of the Lewiston Grammar school, but more recently of Lawrence, has been unanimously elected to the principalship of the East Cambridge (Mass.) Grammar school at a salary of $2500 per annum. We congratulate our East Cambridge friends on securing one of the best Grammar school teachers in New England.

Mr. J. P. Gross, formerly of Brunswick, has received the appointment of Superintendent of Schools of Plainfield, N. J. ; he was formerly teacher in the High school at Mont Clair, N. J. We are glad to see true merit appreciated.

Mr. Lewis, principal of the Gardiner High school for several years past, will resign his position at the expiration of the present term, having decided to accept the position of Assistant Treasurer in the Gardiner Savings Institution.

At the meeting of the Orono Scientific Society, in the department of Natural History, F. Lamson Scribner, B. S., of Manchester, made reports upon 1st, the plants of Mount Katahdin ; 2d, Orono plants, compositæ ; 3d, a few plants found upon the banks of the Penobscot.

Prof. J. H. Freeman of Polo, Ill., has resigned the position of principal of public schools in that place, to accept the position of principal of the Denver (Col.) High school. Prof. Freeman is a native of Minot in this State. We are glad to see by a Polo paper that Prof. F. is highly esteemed in that place.

Mr. Joshua Benson, who died at Boston Highlands, and was buried in Livermore in this State, by his will makes an important bequest to Bates College. We learn from President Cheney that the College is made residuary legatee of the estate, and the bequest is estimated at about $40,000. Commencing a year hence, the College will, it is thought, receive an annual income from the property of $3000. Mr. Benson leaves a wife, and one sister, who is the widow of the late Dr. Holmes, formerly editor of the Maine Farmer.

MISCELLANEOUS.

The legislature of California has passed a law forbidding the making of any difference in the salaries of teachers on account of sex. The salaries paid teachers of the same grade must be equal.

There are 221,000 school teachers in this country, and 14,000,000 children of school age who come, or ought to come, under their tuition. This averages one teacher to about 66 scholars. To support our schools we spend $95,000,000 annually, or about $6.50 for each child.

The compulsory education law of New York is a notable act of legislation. It provides that all children between the ages of eight and fifteen years shall be required to attend school, or receive private instruction in the common English branches, at least fourteen weeks in each year.

In a case where a teacher punished a boy for throwing stones at a teamster, while on his way home from school, the Supreme Court have decided that either a teacher or a parent may correct a child for misconduct on the way between home and school. In school the teacher's authority is absolute ; at home, the parent's ; to and from school the jurisdiction is concurrent. Both teacher and parent must keep punishment within humane limits as to severity.

The Berlin Academy of Science offers a prize of $200 for the best essay recording experiments, satisfactorily proving whether the changes in the hardness and friability of steel are due to physical or chemical causes, or to both. Papers are to be sent in before March, 1876, and the prize will be paid in July.

At the Universalist Convention at Salem, the old question of admitting women to Tufts College was revived, and was discussed with less timidity than heretofore. Even among those who opposed such action at present, there was evidently a feeling that the time would come for granting this privilege. It is probably only a question of time.

A department of wood carving has been profitably added to the Cincinnati University. The department has made rapid progress both in work and numbers. When it closed recently the class numbered one hundred and twenty. During the last year there were three hundred and twenty-eight pupils in the regular drawing and design department.

The experiment of sewing in the Boston public schools generally is to be tried. Since last October sewing has been taught to 1,200 girls in the Winthrop School, and with great success. Two hours each week are devoted to this study. Each class receives separate instruction suited to its advancement, and consequently all grades of work are carried on, from hemming a pocket-handkerchief to cutting out and fitting a dress.

Vermont seems to be in a very bad way as regards its schools. Over 700 of the school-houses, or one-third of the whole, are reported as unfit for use, while cheap teachers are everywhere sought for, the ordinary wages being $1.50 to $4 a week for women—who constitute a majority of the teachers—and $4 and upwards for men. There is no High School system, and it is optional with the towns whether to maintain a graded school or not. In the rural districts, the number of school children is decreasing every year, and the population has drifted from its old localities.

The faculty of Williams College are firm in their determination to abolish all useless and dangerous "college customs." The present Freshman class a short time ago challenged the Sophomore class to a "cane rush." The arrangements were nearly completed when the state of affairs came to the ears of the faculty. The President met the Freshmen at their next recitation, and announced that further action in the matter would be at their peril. Thus a disgraceful scene was avoided. It is, perhaps, due the Freshman class to say that there was a report to the effect that the faculty had given permission for the rush, provided that it should be conducted in an honorable manner.

PRUSSIA. The following studies are obligatory in the elementary schools: Religion, the mother-tongue, including writing and grammar, arithmetic, practical elementary geometry, geography, the elements of natural history, the elements of physics, drawing, singing, gymnastics, and, for girls, needlework. To each of the last four branches the pupils of the upper classes are required to give two hours weekly. While this schedule is not as great as

the course pursued in the public schools of cities and towns in America, it will seem quite as formidable to the teachers of ungraded schools. The instruction in Prussia is chiefly oral, and fewer details are taught than in American schools.

Dr. Schliemann, the successful discoverer of Troy's remains, has obtained from the Greek government permission to demolish a great square tower in the Acropolis at Athens. It is known as the Venetian tower, and apparently dates from the fourteenth century. It is 80 feet high, and covers 1,600 square feet, with walls 5 feet thick. The materials for its construction were drawn from the Acropolis and the theatre of Herodes Atticus. Dr. Schliemann pays the cost of demolition, which will be about £465 or $2,325, and in return he has the exclusive right for three years to publish any inscriptions uncovered. The tower occupies a most interesting part of the Propylæa, and it is thought its removal will bring to light a great number of inscriptions, and other interesting objects. The Athenians manifested great delight when the work of demolition began, which was on the 2d of June.

The students of the university at Ann Arbor seem to be in an intermittent fever of disturbance. Since the hazing difficulties have been settled, their pulse has gone down, but it rose to fever heat, a few days ago, by the interference of the police with their wrestling and other athletic sports carried on upon their own grounds. There seems to be good reason to believe that the students in this case were unfairly dealt with, but they have since lost something of their claim to public sympathy by a noisy street parade, calculated to bring on a collision between them and the police. So imminent was the danger that a large number of citizens were armed as special police, and a militia company was held in readiness for any emergency. Such disturbances are a disgrace to the university; and, unless a stop is put to them, Ann Arbor will cease to attract any reputable students to its halls.

At the meeting of the Association for the Advancement of Science, Professor Putnam gave a very interesting account of the work done in this school. Following out Agassiz's idea, text books are avoided, and every effort is made to compel the student to original investigation. Each one receives a fish with directions to study it externally for two days and tell the instructor what has been observed. Then its anatomy is investigated in the same way, until finally two thing have been gained — the habit of self-study has been formed and a thorough knowledge of a vertebrate animal, formed on observation, has been obtained. One little fact was developed in this way in regard to the much mooted "co-education of the sexes." It was found that ladies are quite capable of making original investigations, and four or five of them actually did make original observations before any of the gentlemen began to do so. The students were mostly teachers, and numbered twenty-two gentlemen and twenty-one ladies — forty-three in all.

Book Table.

NEW PUBLICATIONS.

THE BRIC-A-BRAC SERIES. Thackeray and Dickens. Edited by R. H. Stoddard. New York: Scribner, Armstrong & Co. Portland: Hoyt & Fogg. Sent post-paid on receipt of price $1.50.

The general reader needs some work which shall call his attention and thought to the peculiar characteristics of the author of the book which he is reading. The knowledge of a writer obtained by the reading of his books or even of that book which may have as one of its characters, the personage that the novelist thinks that he best represents, and would have the world understand that he is, the knowledge thus obtained is in itself meagre and lacking, and in general may also be defined as erroneous. To avoid all such ideas and thoughts, pleasing though they may be, is the province and bounden duty of every reader who looks to the knowledge of the writer, rather than to the mere idling away of time. In order that the reader may have placed before him just those items of interest and which bring into plain view *the man* not *the author*, these enterprising publishers have begun the "Bric-a-Brac" series. What can be more delightful, what can be more in consonance with a reader's pleasure than to read anecdotes of the two illustrious men, Thackeray and Dickens?

THE BUILDING OF A BRAIN. By Dr. E. H. Clarke. Boston: J. R. Osgood & Co. Portland: Loring, Short & Harmon. Sent post-paid on receipt of price $1.25.

Dr. Clarke has been well introduced to the American public as the author of "Sex in Education." Dr. Clarke was invited at the last meeting of the National Educational Association, to present a paper on the subject of the "Education of Girls." Owing to the limited time that was alloted to him for the delivery of the address only a portion of the paper was delivered before that assembly, but the paper with additional facts and statistics derived from various sources, is now presented in book form. These facts and statistics are intended to show still more fully the error in our American system of female education, which has already been so largely discussed. Every *permanent teacher* should read these works and ponder thereon.

THE THIRTY YEARS' WAR. By Samuel R. Gardiner. New York: Scribner, Armstrong & Co. Price $1.00.

There is no doubt but that the proper way to learn history is, to take some small history containing the leading facts of the time which it is desirable to know about, and learn it. Unto this by reading the more elaborate works will knowledge be added just as flesh to a skeleton. It may be impossible to procure any large history upon any given period of time or any given subject, through want of money, etc., etc. Now there is brought to the notice of the reader this series of books under the general title of "Epochs of History," and which embrace the most important times in modern and ancient story,

for the time of the Thirty Years' War will undoubtedly seem ancient to many readers; and these books are at such a price as to be readily obtained by every teacher who is engaged in teaching history in any kind of a school.

AMERICAN EDUCATIONAL ANNUAL, VOL. I, 1875. New York: J. W. Schermerhorn & Co. Price $2.00.

This book comprises a history of the past and present school systems, and school legislation in all the States and Territories; a history of Land Grants and the Peabody Fund; Geographical and Scientific discoveries during 1873-4; the National Bureau of Education; Civil Rights Bill; Educational Gatherings during 1874; Educational Systems in other countries; Voluminous American School Statistics for several years past; Names of the Colleges, Normal and other Schools, Educational Journals; sketches of prominent Educators deceased during 1873-4, and lists of School Books published during the year. A whole library of educational intelligence in one book.

MANUAL OF MYTHOLOGY. By Alex. S. Murray. New York: Scribner, Armstrong & Co. Portland: Hoyt & Fogg. Price $2.25.

This is the second edition of this Manual and it has been almost entirely re-written, and there has been added an account of the most memorable works of art in which each deity is or was represented. None of the works on Mythology can be better than this, and in this every student will find just what he wants, and so expressed as to be in no way confusing in its statements or ideas.

HISTORY OF GERMANY FOR SCHOOLS. By Bayard Taylor. New York: D. Appleton & Co.

It is good to see by the increasing demand for books of history, that our people are thinking that there has been a past, and by a careful study of that past a better result for the future can be obtained. So all schools are now devoting more time to the study of the past, and book publishers are endeavoring to meet this demand. The general appearance of this book is good, but the placing of questions at the bottom of the page was long ago done away with in our best text-books.

MONROE'S FIRST STEPS IN SPELLING. Philadelphia: Cowperthwait & Co.

THE NEW PRACTICAL SPELLER. By N. D. Wolfard. Cincinnati: Geo. E. Stevens & Co.

Every publisher is at the question of spelling book. It is an undoubted fact that the poor spellers every year are increasing. All teachers constantly enquire, how can it be stopped. In the first-mentioned book (which is a first-rate work), is a phonic alphabet for the teacher.

The other work is entirely new in its features. For this reason it may not at first become a favorite with the teacher, and yet it will do well for a reading book by careful use in the teacher's hands.

There have been received:

MONTEITH'S ELEMENTARY GEOGRAPHY. A. S. Barnes & Co.

BUREAU OF EDUCATION CIRCULAR, No. 2, 1874.

THE OLD FARMER'S ALMANAC for 1875.

ANNUAL REPORT of the Schools of SAINT PAUL.

CATALOGUE of Bates College.

A LECTURE on the PROTESTANT FAITH. By D. Holmstead.

FORBRIGER'S patent DRAWING tablet.

EULOGY on Chief Justice Chase. By William M. Evarts.

NEW YORK TRIBUNE, Extra No. 21.

THE LOST BANK NOTE. By Mrs. Henry Wood. For sale at Portland, Me., by Chisholm Bros.

PERIODICALS.

[We are unable as yet to state the arrangements that will be made with the various magazines for furnishing them with the JOURNAL. It is undoubtedly well known to our readers that the prepayment of all post matter will be demanded after January 1st, 1875. Our own terms will be found elsewhere. The Harpers make no change, and with the others as soon as we can we will give the club rate.]

But few of the magazine readers of the East are well acquainted with "THE OVERLAND MAGAZINE," published at San Francisco, by J. H. Carmany & Co. It is found on sale at the various bookstores, but it has not that demand that our eastern publications have. Why this is so cannot be directly or easily told. For no reader can deny the ability of the articles in the Overland, nor their sprightliness and ready wit. Many of our now famous magazine writers came first to notice in the "Overland." The contents for October comprise an excellent solid article on the "Ancient Graves of California," and among its shorter stories may be mentioned, "A Legend of Fox Island," "The Three Pueblo Spies," and "How Bill was Mistaken;" and all its articles are of such a nature that none are *skipped*.

THE INTERNATIONAL REVIEW has completed the first year of its existence, and although its publication was an experiment, the publishers are encouraged by its success to continue in the new and noble enterprise. Each number will stand for itself, and each is almost worth the price of subscription. An article by Dr. McCosh on *Tyndall*, will be issued in the January number. The table of contents for November and December, comprises "International Communication by Language;" "The Architects of the American Capitol;" "The Iron Resources of the United States;" "Study of the Greek and Latin Classics;" "Divorce;" "The Domestic Commerce of the United States," and the usual Book Notices.

THE ELECTIC MAGAZINE, composed of the best selections of the English magazines is ever welcomed and gladly received. The November number gives in full, the Address of Prof. Tyndall before the British Association at Belfast, which Address is the occasion of much discussion in America, as well as elsewhere. Besides this we find the following among its table of contents: "Woman Suffrage;" "A Reply to Mr. Goldwin Smith;" "Montalembert," by the Duc d'Aumale; "A Roman Funeral;" "Charles Sumner—In

Memoriam," by W. W. Story; "The Greek Fool;" "M. Guizot;" "The Spectre of the Rose;" "Star Gauging;" "Herschel's Two Methods," by Richard A. Proctor, F. R. S.; "A Witch Trial in the Fourteenth Century;" "Two German Crusoes;" and "Dean Stanley," of whom there is also an excellent portrait.

SCRIBNER for November enters upon its ninth volume, and has now a right to claim that it is second to none in America. As one of its readers remarked "it is so pleasant both to read and to handle." "Pictures from Florida" is the title of the "Great South" paper. The illustrations are numerous, and the information with regard to the raising of fruit and the health-giving qualities of the climate is interesting. A curious little illustrated paper tells about the celebrated Roman Catholic "Miracle of Lourdes." There is a portrait and sketch of, and a poem by, J. T. Trowbridge; a scene from Dr. Holland's "Mistress of the Manse," with illustration; more of Jules Verne's "Mysterious Island;" and the beginning of Saxe Holm's "My Tourmaline," a story which will run through three or four numbers. A brief biographical and critical sketch of Richard Wagner, is written by Mr. Hueffer, the well-known London critic. There are short stories by Boyesen ("The Story of an Outcast") and Stockton ("Rudder Grange"), and this number gives a second paper of "Recollections of Charles Sumner," by his private secretary, Mr. Johnson.

There is occasion for rejoicing in the facts which we are called upon to announce, and which will be readily seen by the perusal of the following notices:

The publishers of EVERY SATURDAY, Messrs. H. O. Houghton & Co., announce that under an arrangement with Messrs. Littell & Gay, Every Saturday will be merged in Littell's Living Age. The two periodicals are issued weekly, and cover the same general ground. There seems to be no good reason why the same field should be occupied by both. The combination of the two journals will leave The Living Age the only eclectic weekly published in the country; and the unexpired subscriptions to Every Saturday, and its advertising contracts, will be filled by The Living Age.

LITTELL'S LIVING AGE, the pioneer in its special field, will on the first of November, again become the only periodical of the country which places before American readers in cheap form, and at the same time with *freshness* and *completeness*, the productions of the ablest foreign authors as contained in the periodical literature of Europe, and especially of Great Britain. This work it has successfully performed for more than thirty years, and under the arrangement now announced, it will go forward with increased resources and vigor. It will continue and complete the serials left unfinished in Every Saturday.

THE POPULAR SCIENCE MONTHLY for October has several important papers, and is a number even above the average. The articles are as follows: "The Fossil Man of Mentone," Theodore Gill; "Microscopic Architects," Mrs.

Mary Treat; "Inaugural Address before the British Association," Prof. John Tyndall; "The Aquarium," W. E. Simmons, Jr.; "Thermal Deathpoint of Living Matter," U. C. Bastian; "Mental Physiology," Dr. J. C. Bucknill; "Recent Researches in Photography," R. Meldola; "The Electric Light for Steamships," John Trowbridge; "Are Animals Automatons?" Prof. T. H. Huxley; "Tyndall's Relations to Popular Science," Prof. Helmholtz; with Editor's Table, Literary Notices and Miscellany. Conducted by E. L. Youmans; New York: D. Appleton & Co.

HARPER'S WEEKLY, MONTHLY, AND BAZAR.—*Postage free to all subscribers in the United States.* Persons desiring to renew their subscriptions to Harper's periodicals will much oblige the publishers by sending in their names as early as convenient before the expiration of their present subscriptions. This will obviate the delay attendant upon re-entering names and mailing back numbers. *We* say they are the best magazines of their kind in this country.

TERMS: Magazine, Weekly, and Bazar, each $4.00 a year, which includes prepayment of postage by the publishers. All three of these publications, to one address, for one year, $10; or any two for $7; postage free. An extra copy of either will be supplied gratis for every club of five subscribers at $4 each, in one remittance; or, six copies for $20, without extra copy; postage free.

The new volume of the Magazine commences with the December number. The volumes of the Weekly and Bazar commence in January. Subscriptions may begin at any time.

Address Harper & Brothers, New York; or Journal of Education, Portland, Maine.

The Illustrated Christian Weekly of New York, is the only illustrated religious Weekly published in the United States. We seldom see more beautiful illustrations; they are superb. It has really the finest specimens of wood engraving to be seen in the columns of any paper. The reading matter is fully up to the high standard achieved in the engraving department. The paper is offered at a very low price, under a special arrangement, by which it is announced that any new subscriber sending the publishers $2.50, will receive the paper from NOW to the close of next year, which sum will also pay postage on it for 1875. TRY IT.

THE N. Y. INDEPENDENT is probably the largest religious paper in the world, and is also one of the most widely circulated. Its contributors rank among the ablest writers of the times in which we live. It grapples with the great issues which are engrossing the attention of all thinkers, with candor and boldness. It believes in progress, while it sticks to the old landmarks as given in the inspired Word, and is endeavoring to lead the public mind out of the ruts of religious thought, into more effective and all-pervading influence in the world.

PETERSON for November is on our table. The principal steel engraving, "Buy my Lilies," illustrating a pathetic story, is very beautiful. So, also, is the mammoth colored steel fashion plate. The copyright novelettes are good. It is but two dollars a year, the postage pre-paid by the publisher. The prospectus for 1875 is published with this number. Please read it carefully.

OLIVER OPTIC'S MAGAZINE FOR NOVEMBER. This is a capital number of this world-renowned magazine. The chapter of contents is varied to suit the wants of a household. Something for the old, the middle aged, and the young. The full page illustrations, four in number, and the illustrations to the stories, add not a little to the attractions of the number. Published by Lee & Shepard, Boston, at $3.00 per year.

TALMAGE'S PAPER. THE CHRISTIAN AT WORK (New York) ranks with the best of the religious weeklies. Dr. Talmage is its active editor, and his sermons are published exclusively in its columns. The terms, $3.25 per annum, cover everything, including postage and delivery of the new premium, a "Portfolio of Twelve Gems," or a copy of Landseer's "Twins." Without the premium it is only $3 per annum, postage pre-paid, as above. Agents will find this a success. nov.2t.

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THE PREMIUM ENGRAVING issued by "Peterson's Magazine," for 1875, is really one of the most beautiful and costly we have ever seen. It is a first-class line and mezzotint engraving, executed after an original picture by J. W. Ehninger. The subject is "Washington's First Interview with Mrs. Custis, afterwards his Wife." The story is quite romantic. Washington, on his way to join Gen. Braddock, in the great French and Indian war of 1775, stopped, with his orderly, at the White House, since so celebrated in the Virginia campaigns of McClellan, Lee and Grant. Here he met a young and beautiful widow, with whom he was so fascinated, that the orderly, instead of being summoned within half an hour, as he had expected, led Washington's horse up and down, nearly all day, while his enamored master was listening to the gay sallies of the charming Mrs. Custis. You can get, gratis, by raising a club for "Peterson" for 1875, or by remitting $2.50 for it and for the magazine.

THE MAINE

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HOW SHALL WE PRONOUNCE GREEK AND LATIN?

THIS question has never, so far as I know, occupied the attention of this association. It has been repeatedly discussed by various other educational bodies, but no decisive answer has as yet been given. Even the American Philological Association evaded it. Indeed, it may well be doubted whether any real progress has been made toward its solution. I am inclined to think that the practice of different schools and localities in this country was never farther from uniformity than at the present moment; and yet, uniformity is the thing chiefly aimed at, and felt to be the most important. The question is a practical and an important one; and, so far as the Latin at least is concerned, was never so much so as now. For never before, in our more modern system of education, was Latin so generally studied in the schools. If proof of this statement is needed, it may be found in the cry that has come up from the principals of our normal schools that Latin may be made a part of their regular curriculum; a cry that is but the echo of a demand farther down among the rank and file of those who are preparing to teach the public schools of the State. Let it continue until it is heard and answered. It is one of the auspicious signs of the times, indicating a growing conviction in the minds of all classes of our teachers that the English language can neither be

taught nor learned in the most successful manner without some knowledge of its *origines*. Of these, the most fruitful and the most valuable is unquestionably the Latin. Of its growth and of the almost universal extent of its influence in moulding and modifying the speech of mankind, Max Müller thus eloquently speaks: "In the eighth century, B. C., the Latin was but one dialect, out of many that were spoken all over Italy. But it grew; it became the language of Rome and of the Romans; it absorbed all the other dialects of Italy, the Umbrian, the Oscan, the Etruscan, the Celtic, and became, by conquest, the language of Central Italy, of Southern and Northern Italy. From thence it spread to Gaul, to Spain, to Germany, to Dasia on the Danube. It became the language of law and government in the civilized portions of Northern Africa and Asia, and it was carried through the heralds of Christianity to the most distant parts of the globe. It supplanted in its victorious progress the ancient vernaculars of Gaul, Spain, and Portugal, and it struck deep roots in parts of Switzerland and Wallachia. When it came in contact with the more vigorous idioms of the Teutonic tribes, though it could not supplant or annihilate them, it left on their surface a thick layer of foreign words, and it thus supplied the greater portion in the dictionary of nearly all the civilized nations of the world. Words which were first used by Italian shepherds are now used by the statesmen of England, the poets of France, the philosophers of Germany, and the faint echo of their pastoral conversation may be heard in the Senate of Washington, in the Cathedral of Calcutta, and in the settlements of New Zealand." A language of which so much can be said, must not and will not be ignored in any system of popular education devised by intelligent men.

But how shall we pronounce Greek and Latin? That is the question, and "there's the rub." But why raise the question at all? We do not ask how we shall pronounce German, or French, or Italian. The answer is, the Greek and Latin are dead languages, and their ancient pronunciation has been lost; not wholly indeed, for through the writings of the ancient grammarians and others, we know much that is positive and valuable respecting it; but so far lost that any attempt to recover it for practical purposes is generally regarded as wholly fruitless. And, as we cannot easily learn a language without in some way pronouncing the words, hence the question, *how*.

Formerly it was customary for the scholars of each nation to pronounce both Greek and Latin after the analogy of their own vernacular tongues. This, of course, gave rise to as many ways as there were peoples whose scholars studied these languages; a state of things not so bad after all, for although there could be no uniformity in the practice of different nations, yet among the individuals of the same nation the uniformity would be perfect. Whether in our strife for universal uniformity we have improved the matter by destroying all uniformity among ourselves, can hardly be a question.

In the United States this custom still obtains, and in addition to it, two other methods of pronouncing Greek,—the modern Greek and the so-called continental pronunciations, and two other methods of pronouncing Latin,—the so-called continental, and a method which adopts what is known of the ancient pronunciation as a basis, and fills out with some one of the others,—have of late years been introduced and to some extent practiced. The general result, however, has been not any *one* of these methods exclusively, but a mixture of them all in so different and varying proportions, that hardly two schools of any prominence in the country pronounce either of these languages in all respects alike. Such is a very brief outline of the history of Greek and Latin pronunciation so far as it relates to this country.

It will help us to answer the question with which we started, if we first consider what is essentially involved in a correct pronunciation of Greek and Latin words; and by a correct pronunciation I here mean the pronunciation of the educated men who spoke these languages as their vernaculars, such as Demosthenes and Xenophon, Cicero and Cæsar; and then, secondly, what we know and what we do not and cannot know respecting these essentials. We shall then be prepared to examine the three methods of pronunciation mentioned above, and, having eliminated the impracticable from each, to determine their relative claims upon us, and the advantages and disadvantages accruing from the practice of these different methods.

First, then, what is essentially involved in a correct pronunciation of Greek and Latin words? A practicable knowledge of three things at least, namely: of all the powers of the different alphabetical characters and of their combinations, or the sounds simple and compound of which they are the signs, the accent of words, and

the quantity of vowels. I say *practicable* knowledge, for we may know what from various causes we cannot put in practice. We know, for instance, the peculiar dialect of the Irishman or southern Negro, but not one person in a hundred can become a good imitator of either. We know, that is, we instantly recognize, the notes of the bobolink, the robin, the nightingale, but none but the mocking bird can produce a good imitation.

It may be worth while to remark at this point, first, that the Greek, Latin and English alphabets are identical, or nearly so, in the forms and the number of the letters, the relative positions which the letters occupy in them, and to a greater extent, we believe, than is usually supposed, in the sounds of which they are the signs. From this identity, and from what we know of the effects of time on language, we should naturally infer that, while there would be marked points of difference in them, they would have much in common; and such, we find to be really the case. And second, that the sources of our knowledge on this subject, though in quantity, that knowledge is on many points much scantier than we could wish, are yet as authentic and reliable as those of the knowledge of any ancient historical event whatever. The writings constituting these sources cover a period of not less than 1400 years, extending from the seventh century before Christ to the seventh century after Christ, and are the works of the most distinguished philosophers, orators, poets and grammarians of that period; among whom may be mentioned Euripides, Thucydides, Plato, Demosthenes, Aristotle, Cicero, Dionysius of Halicarnassus, the elder Pliny, Tacitus, and Quintilian. If the utterances of these men, and such as these, do not establish the truth of that of which they were competent to speak, then nothing can. And certainly no one will question their competency to testify in this case.

With respect to our knowledge and our ignorance of the essentials of a correct pronunciation of Greek and Latin words, it may be observed, first, that the Greek alphabet contained originally twenty-one letters. Subsequently, three became obsolete, and six were added, making as a result an alphabet of twenty-four letters, or, if the rough breathing be counted, of twenty-five, which is the one found in the Greek grammars of the present day. Of these, seven were vowels, and seventeen, or, including the rough breathing, eighteen, were consonants. The seven vowels represented ten sounds,

three of them, α, ι and υ representing two each. Of the ten vowel sounds, five were long in quantity and five were short. Of the five long vowels, α, ι and ω were pronounced respectively like the English *a* in *father*, *i* in *machine*, and *o* in the interjection *oh*, η like the French circumflexed *ê*, and υ like the French long *u*. The five short vowels have no exact equivalents in English, but were nearest to *a* in *past*, *e* in *very*, *i* in *mirror*, *o* in *confuse*, when slightly obscured, and *u* in *put*. We see then, that of the ten vowel sounds of the Greek alphabet, three have exact equivalents in English, two are foreign to it, and the remaining five are at best but approximations to it. Besides the simple vowels, the Greek had seven diphthongs beginning with short vowels and six beginning with long ones, the latter differing from the former only in the prolongation of the first vowel. These were all true diphthongs; that is, each of the two elementary sounds composing them remained unchanged, but nicely and rapidly coalesced. We have exact equivalents of these in our *ou* in *house*, and in our diphthongal long vowels *a*, *i*, *o*, *u*, five in all. The remaining eight we can express only approximately. Of the eighteen consonants in the Greek alphabet, including the three compounds ζ, ξ, ψ, all but three, ξ, ρ, and χ, have exact English equivalents, and in most cases in the letters which most nearly resemble them in form. Z was like *z*, but stronger, ρ like *r*, but stronger, and χ had no English equivalent, being like the German *ch*. Summing up what we have now said of the Greek alphabet, and its comparison with the English, we find this result: of the forty-one sounds, simple and compound, of the Greek language, viz., ten simple vowels, thirteen diphthongs, fifteen simple consonants, and three compounds, twenty-three have exact equivalents in English, fifteen can be expressed nearly, and three only cannot be expressed at all. I very seriously question if a comparison of the sounds of the Greek language with those of any of the languages of modern continental Europe would reveal more points of contact and fewer essential differences.

The Latin alphabet consisted originally of nineteen characters. Additions were afterwards made, till in the most flourishing times of the language it contained twenty-three, being all the characters of the English alphabet, except *j*, *u*, and *w*. But *i* and *v* were both vowels and consonants, *i* representing the consonant *j* and *v*, the

vowel *u*. In modern times these letters, *j* and *u*, have been introduced into the Latin alphabet, and thus it is made to contain twenty-five characters, all of the English except the *w*. The Latin, like the Greek, has five long vowels and five short ones; but unlike the Greek, it has but four diphthongs in common use. Of its twenty consonant characters *c* and *k* represented the same sound, that of the English *k*, the k being but little used and only before *a*, the *j* was nearest to the English consonant *y*, and the *v* probably like *w*. We find, then, in Latin fourteen vowel sounds, simple and compound, and nineteen consonants, thirty-three in all; and in regard to the capabilities of the English language to express these sounds, a careful examination and comparison will show about the same result as we have seen in the case of the Greek. It will not be necessary, therefore, for the purposes of this discussion to go further into details at this point. But in the second place, what do we know with regard to accent? We know that it was a very important part of Greek pronunciation, that originally the Greek had no mark by which to distinguish the place or nature of the accent, that the accentual marks which are written over Greek words were invented by the grammarian, Aristophanes of Byzantium, about two hundred years before the Christian era, that it could be placed only on one of the last three syllables of a word, and that it was specifically different from English accent and the accent of modern languages generally. I am aware that Prof. Sophocles of Cambridge, whose authority on this and kindred subjects is entitled to great weight, says that the Greek accents "could not have differed specifically from the corresponding English accents," but we have the best reasons for believing that in this particular point he must be in error. English accent is specifically a stress-accent. It is made by uttering the syllable on which it is placed with greater vocal force than the other syllables of the word. That an elevation of pitch frequently, perhaps ordinarily, accompanies the increased vocal force is doubtless true; but this is not essential to it. Greek accent, on the contrary, was specifically a pitch-accent, and there is no positive proof that the element of stress belonged to it at all. By a pitch-accent we mean that there was an actual, regular difference of pitch between the different syllables of a word; and we think that the proper use of the written accent was to represent that difference. This is implied in the very names of

the accents. The Greek words ὀξύς, and βαρύς, used to describe the accents, and meaning respectively "sharp" and "heavy," are the ordinary words used in Greek music for what we in our music call "high" and "low." They are not used to denote difference in stress, or strength of utterance. Besides, to express their idea of accent, the Greeks employed the word προσῳδία, from which we derive the word prosody. This word, as well as the Latin *accentus*, which the Romans used to translate it, comes from a root which means to sing; and in explaining the name, the ancient grammarians, both Greek and Latin, tell us that it is a singing of the syllable. The late Prof. Hadley of Yale College, who studied this subject with great care, has a passage bearing so significantly and conclusively on this part of this discussion that I cannot forbear to quote it entire. "There is," he says, "a remarkable passage in a work of Dionysius of Halicarnassus, in which he compares the melody of speech with that of song. The melody of spoken language, he tells us, is measured by a single interval, the so-called fifth, or, as he explains it immediately after, the interval of three tones and a semitone. He says that when the voice rises to the acute, it does not go higher than this interval; and when it falls off again to the grave, it does not sink lower than this interval. He adds that the two intonations, the acute and the grave, may be combined in the same syllable, and that such syllables are said to be circumflexed. It is perfectly evident that he is here speaking of the accent, that he describes it as a difference of pitch, and that he makes this difference about the same as the musical interval of a fifth, that is (as he himself says), three tones and a semitone. All this is pretty clear; but it is made still clearer by the contrasted description of music, which comes directly after it. Music, whether vocal or instrumental, uses a number of intervals, and does not confine itself to the fifth alone (these are his own words), but employs, for purposes of melody, first the octave (this being first named, as the most important interval), and the fifth, and the fourth, and the full tone, and the semitone, and, as some think, even the quarter-tone so as to be distinctly perceived. Further, he says, music claims the right to subordinate the words to the tune, instead of having the tune subordinate to the words; by which he means that it is the right of the musician to sing the words to any tune he pleases, without reference to the natural tune

(if we may call it so) which by the accent they have in spoken utterance. That this is his meaning becomes abundantly evident from a subjoined illustration. He quotes two or three lines from a chorus of Euripides, and points out at some length how the natural tune or accent of the words was wholly disregarded in the music to which they were sung. Thus, the first word is sung upon a monotone, both syllables on the same pitch, though the spoken word had two tones, the acute and the grave, and indeed both of them combined in the circumflex accent of its first syllable. In another word, ἀρβύλης, which had the acute on the second syllable, the music gave both second and third syllables the same pitch, though in a spoken word the higher pitch of the acute accent was never maintained through two successive syllables. In τίθετε, the natural term of the word, a high sound followed by two low ones, was completely reversed by the music, the first syllable being sung to a lower note and the last two syllables to a higher note. In κτυπεῖτε, the circumflex of the second syllable, with its combination of acute and grave, was lost in the music, that syllable being sung upon a single note. And in ἀποπρόβατε, a word of five syllables with acute accent on the middle one, the higher intonation, which belonged to the προ, was in the music transferred to the βα. These are the illustrations and explanations given by Dionysius himself, whose authority on such a subject must be very high, from his intelligence and learning, as also from his date, in the first century before our era. This passage alone, if there were nothing else to confirm it, would leave no doubt as to the melodic character of the Greek accent."

Prof. Hadley says again in the same article, "In all that the ancient grammarians and other ancient writers have left us on the Greek accent,—and the aggregate is far from inconsiderable—there seems to be no statement or expression which implies that the accented syllable was pronounced with more force than the rest of the word. The grand fact about the accented syllable, to the mind of the ancients, was its higher pitch; its greater stress, if it had any, was either not noticed by them, or was felt to be comparatively unimportant."

There are still other considerations bearing upon this subject, and all looking in the same direction; but I think I have proved my point, that Greek accent consisted mainly and probably wholly in a

change of pitch, and was consequently specifically different from English accent. The conclusion, therefore, is irresistible, that the correct pronunciation of a Greek word, so far as accent is concerned, is an impossibility in English speech. And I remark that it is equally impossible in other modern languages; for their accents so far as they have any, are all stress-accents.

What, then, shall we do? There is, it seems to me, but one sensible thing that can be done; and that is to place the accent where it is written, attempt to make no distinction between the acute, circumflex, and grave, and then apply our English accent.

The Latin, like the Greek, had three accents, the acute, circumflex, and grave, but unlike the Greek, the accent could not be placed on the last syllable of a word, and its place was regulated by the quantity of the penult instead of the ultima monosyllables, however, might receive the accent. All writers agree that it was, *in kind*, like the Greek. If so, it was, in its nature, specifically unlike the English, and as much an impossibility in English speech as the Greek accent. We have no other resource, therefore, than to apply to Latin words the English accent, and to place it according to the rules laid down in the books.

We come next to the consideration of quantity. This term relates exclusively to the time employed in the enunciation of the different vowel elements. Every simple vowel sound in both Greek and Latin was either long or short in time. There is no reference whatever to quality or power; it is simply a matter of time. And the time of a long vowel was regarded as double that of a short one. On this distinction of long and short is based entirely the structure of Greek and Latin poetry. In English and every other language of modern Europe, the rythm of a verse depends on the accent of each individual word; that is, an accented syllable always receives the metrical *ictus;* and hence the quantity of syllables has no influence in versification. In Greek and Latin, on the other hand, the *ictus* regularly falls on a long syllable; and yet the word-accent was not neglected in reading verse. This is, by the way, another, though incidental, proof of the radical difference we have already shown to exist between English accent and Greek and Latin accent; for otherwise there would be no distinction between the word-accent and the *ictus*, which we know answers to our accent in verse. We thus find

another prominent and fundamental element—that of quantity—in Greek and Latin orthoepy alike, which has no existence in English or any other modern European tongue, and which, therefore, though our knowledge of it is not deficient, renders a reproduction of it by us wholly impracticable. We can evidently gain nothing in respect of quantity by pronouncing Greek and Latin as the French, the Germans, or the modern Greeks do, for they are in precisely the same predicament with ourselves. The only rational thing for us, therefore, to do in this respect, is to pronounce Greek and Latin words as we pronounce our own.

Having thus answered the questions, what do we know and what do we not know of the essentials of a correct pronunciation of Greek and Latin words, I come, in the third place, to a very brief examination of the several proposed methods of pronouncing these languages, and of their relative claims upon us. It is maintained by some that we should adopt the pronunciation of the modern Greeks, because they are the lineal descendants of the ancient Greeks, and still use and ever have used their language; in other words, that the ancient Greek is in no proper sense a dead language. Orthographically, it is true it still lives, and Homer, Herodotus, and Xenophon are school books in Greece to-day. But, as Prof. Sophocles well says, identity of language necessarily implies identity of sound, rythm, signification and collocation of words, as well as identity of orthography. Now what are the facts in the case? The modern Greek has abolished the accent and the quantity of the ancient Greek, reduced its ten vowel sounds to five, annihilated its rough breathing and every one of its thirteen diphthongs, and so corrupted eight of its eighteen consonants, that they could hardly be recognized. There remain ten consonants and three vowels, whose sounds continue comparatively pure; and this is absolutely all that is left in the modern Greek of the pronunciation of the glorious old language. Of all claims, therefore, this would seem the most absurd; and I dismiss it with the single remark, that it has generally been treated with the contempt or indifference which it deserves.

Little more reasonable, if any, is the claim of the method of pronouncing Latin which adopts as a basis what is known and practicable of the ancient pronunciation, and fills out with something else. For I have already shown that, though much is known of the an-

cient pronunciation, very little comparatively is practicable. Its accent and quantity, which were the distinctive features of the spoken language, are lost beyond recovery, and a majority of the vowels and several of the consonants either have no exact equivalents in English or are wholly wanting. A pretty narrow basis this, on which to erect a broad and permanent superstructure. Would it not be more consistent with reason and common sense to abandon the undertaking altogether, and go in search of something better? For one I cannot hesitate. The next method that demands our attention is the so-called continental method. I say so-called, because the boasted continental method, of which we have heard so much in these latter days, and have even seen so much in some of our text-books, *is a myth*. It has no real existence and never had. The truth is, as I understand it, the different people of continental Europe pronounce the Greek and Latin languages substantially as English and American scholars used to do, and to a very large extent are still doing; that is, after the analogy of their own languages. It so happens that a few of the long vowel sounds, as *ah* for *a*, *e* for *i*, and *a* for *e* are very nearly alike in all the languages of continental Europe, and are unlike the corresponding long vowels, so-called, in English. This gives the appearance of uniformity, and, to a slight extent, the reality. It may also be admitted that these long vowels are, in their power, much nearer the long vowels as pronounced by the ancient Greeks and Romans than are the corresponding so-called long vowels in English. But here the uniformity and the likeness end. It is claimed as a part of this method that the Germans and other Europeans in their gymnasia and universities, and it is getting fashionable, I believe, in some of the literary institutions of this country to do the same, make a vocal distinction between the acute, grave, and circumflex accents, and also, in quantity, between long and short vowels. That they accomplish what they undertake, that is, make a vocal distinction, I have no reason or disposition to question; but that they accomplish anything that is practically worth a straw, or that they succeed in reproducing the ancient pronunciations in these respects, I do not believe. So far, at least, the results of all such attempts must from the nature of things prove miserable abortions. A mean imitation is worse than nothing.

I have now examined, as fully as the limits of this paper will allow,

the modern Greek method, the ancient Latin method, as it might be called, and the so-called continental method, and their relative claims to our favor; and I find little that an American scholar is bound to respect or ought to adopt.

There remains the old way, "the good old way our fathers trod," the way which, substantially, all the cultivated nations of the earth have pursued and, to a great extent, are still pursuing,—the pronunciation of Greek and Latin after the analogy of our own language. I have repeatedly examined this subject with the deepest interest, with an earnest desire to know the truth, with a readiness to accept any legitimate conclusions to which such examination might lead me, as free, I think, from prejudice as it is possible for one to be in the examination of a matter in which he is personally concerned, and the result has been in each case a stronger conviction that this is the only *terra firma*. In regard to Latin I do not know that I would add another word. But in pronouncing Greek, as it has two different characters *Eta* and *Epsilon*, to represent the long and short sounds of *e*, and also two different ones, *Omega* and *o*, to represent the long and short sounds of *o*, it seems reasonable and expedient to make a distinction between the long and the short, and, as no foreign sounds are introduced, to extend this distinction to the other vowels also, giving to each of the long vowels, so far as we are capable of doing, the sound which it had in the original Greek, and to the short ones the nearest corresponding approximations that our language affords

Finally, it was proposed to consider some of the advantages and disadvantages arising from the practice of these different methods; but I have already transcended my intended limits. I will, therefore, omit the most of what might be said under this head and notice one or two points only.

And first, so far as the practice of these methods introduces sounds or modifications of sounds foreign to English speech, the difficulties of the learner are enhanced, and both loss of time and an imperfect result are the consequence. The force of this remark will be felt by every one who has ever attempted to learn to pronounce French, for instance. He will not fail to recall the pains which it cost him, and how, after his best efforts, he had the dissatisfaction of feeling that he had made but an imperfect attainment.

2. It has been urged as an objection to pronouncing Greek and Latin after the analogy of the English, that those of our scholars who visit the continent of Europe cannot talk Greek and Latin with European scholars. Very likely. But not one in ten thousand of our people who study Latin ever goes to Europe, and not one in ten of those who do go will be under any necessity of talking Latin with the Europeans. It seems to me, therefore, a very poor educational policy to subject the million to the additional labor and loss of time involved in this course, for the sake of the very few who may be possibly benefited by it.

3. It is a fact of which any one may satisfy himself both by reason and observation, that the numerous repetitions of the Latin paradigms absolutely necessary to that perfect mastery of the forms of the language which is essential to success in the study of it, if made after the analogy of the English and under the careful training of a competent teacher, have a direct and strong tendency to form in the pupil critical and correct habits of pronouncing his own mother tongue; and on the other hand that these repetitions in the different dialects of continental Europe cannot fail to have an equally strong tendency to corrupt these habits. This single consideration, in the absence of strong opposing ones, would of itself be a sufficient warrant for pursuing the method contended for in this paper; for I believe that the English language has some rights as well as others, and that one of the most valuable attainments that we can possibly make in acquiring an education, is an habitually correct utterance of our native speech.

WRITE, WRIGHT, RITE, RIGHT. — A school superintendent gave to a teacher the following sentence to write: "A cynic by the name of Wright, in Wrightville, Wright county, out west, recently writing on woman's rights said: 'That it is so seldom that women do write what is right concerning their rites, that it is no more than right that when they do write what is right of each rite, men should willingly acknowledge that it is right.'" Now if Mr. Wright is not right, then he has no right to write the above; and it would be better for him to work at his trade, as every wheelwright should do.

Surely the Creator is not infinite only, but an infinity of infinitudes. An earth full, a sky full, a heaven full of truths are around us and before us, upon the extreme margin of which we are but just entering. How can such a world produce a dogmatizer or a bigot!—*Horace Mann.*

SILURIAN BALL.

First is seen the Graptolite
Leading in the Trilobite.
Arm in arm the Radiate
With the gay Articulate.

Next sweeps in the Festive Clam,
Early, to escape the jam.
'Tis her intention to avoid
The company of the low Crinoid.

Midst much of bustle and many nods
The march is joined by the Phyllopods;
Each one walking by the side
Of his blushing Protozoan bride.

Now music strikes upon the ear,
As the Crustacean band appear.
The chief cornet is played by a Worm;
Each separate note its proper squirm.

Then followed the sound of tripping feet,
Till the Coral clan began to secrete;
When the tired throng streamed out in the night,
From the lowly Sponge to the Trilobite.

—*Bowdoin Orient.*

A. B. C.

Oh! thou Alpha, Beta row,
Fun and freedom's earliest foe;
Shall I e'er forget the primer,
Thumb'd beside some Mrs. Trimmer,—
While mighty problem held me fast,
To know if Z were first or last?
And all Pandora had for me
Was emptied forth in A. B. C.

Teasing things of toil and trouble,
Fount of many a rolling bubble;
How I strived with pouting pain,
To get thee quarter'd on my brain;
But when the giant feat was done,
How nobly wide the field I'd won?
Wit, Reason, Wisdom, all might be
Enjoyed through simple A. B. C.

Steps that lead to topmost height
Of worldly fame and human might
Ye win the orator's renown,
The poet's bays, the scholar's gown;
Philosophers must bend and say
'Twas ye who ope'd their glorious way,
Sage, statesman, critic, where is he
Who's not obliged to A. B. C.?

Ye really ought to be exempt
From slighting taunt and cool contempt;
But drinking deep from learning's cup,
We scorn the hand that fill'd it up.
Be courteous, pedants—stay and thank
Your servants of the Roman rank,
For F. R. S. and LL.D.
Can only spring from A. B. C.

—ELIZA COOK.

CO-EDUCATION OF THE SEXES.

[CONCLUDED.]

A friendly co-mingling of the sexes in the high and laudable pursuit of literary attainments, is one of the most ennobling and elevating occupations of life. It strengthens the confidence of the female and enables her to depend upon herself, while it knocks off the rough, disagreeable corners of the male character, and gives it a better appearance to the world. All nature follows this course in her training of male and female, from the lowest vegetable to the highest species of the animal kingdom. Psychology as well as physiology justifies the making of this assertion.

The mind, so far as we know it, is a manifestation of brain action, caused by impressions conveyed to the cellular matter of the brain, either from objects outside the body through the special senses, or from the different parts of the body itself through what is sometimes called the internal sense, that sense by which we are made aware that something is going wrong with our physical machinery. The mind is in a normal, healthy condition when all the functions of the body are physiologically performed, providing it receives no disturbing and deranging impressions from without. But through the

special senses, working in a perfectly physiological manner, injurious impressions may be received, which may so derange the action of the brain as to produce in the mind a firm belief that the body is sorely diseased. Thus, in many instances, the mind becomes abnormal from a purely functional derangement of the brain. Now this mental derangement reacts upon all the physical functions to a greater or less extent according to degree of intensity. In this way fright sometimes takes one's strength all away, and may even cause death. The sight of blood causes fainting in some cases, and the smell of certain things may produce nausea and vomiting. Fear undoubtedly renders the system more susceptible to epidemic influences. It is reported, on good authority, that many persons have died from fright when malignant, contagious diseases, such as yellow fever or Asiatic cholera, were raging about them. In a similar way, many nervous diseases, such as hysteria, gaping and the various forms of what is called by our spiritual friends mediumship, seem to be contagious.

Every physician knows, or should know, the power of impressional influences upon the mind of his patient. No organ in the human body is half so liable to functional derangement as the organ of the mind. And functional derangement of no other organ reacts upon the general system with anything like the force of the brain. All these functional derangements of this organ, resulting from impressions received through the special senses, are usually called imaginary. They are, however, dependent upon abnormal nerve action, and are, therefore, just as real as though they were caused by functional derangements of the body itself, producing like impressions upon the brain matter. There is this difference, however, that in the one case the cause is best removed by counter-influences conveyed to the brain through the special senses; in the other by remedies taken into the system.

A rule, perhaps as universal as any can be, applying to the physical condition of the human species is, that whatever gives joy and lasting pleasure is conducive to health, while grief, regrets and disappointments invite disease.

Hence the great importance of cheerfulness, of cultivating a disposition of contentment and reconciliation, of looking upon the bright side of life, and of believing that there is more good than evil

in the world, and more joy than sorrow in store for us here in this life, for "as a man thinketh so is he."

In the light of these truths, what will probably be the effect of Dr. Clark's theory of invalidism upon young ladies who believe it? Is it an encouraging theory? Will its belief be cheering and tend to make life more joyful? Or has it rather a gloomy outlook, a depressing effect, a disease-generating tendency. I really believe that the general advocacy of this theory by a few of the leading physicians of the country, would increase the nervous derangements and functional diseases of female students twenty-five per cent in the next ten years.

Impressions from without influence the human brain, and render the mind abnormal in its actions upon the body. And there can be little doubt but that "Sex in Education," emanating as it does from such high authority, will greatly increase the invalidism of our already feeble and nervous young ladies, and probably bring into the broad field of medicine a new army of specialists, armed with their never-failing remedies for full and perfect development of the ovaries of all females that are being educated in the "Boys' Schools."

As a science, education is the embodiment of important physiological and psychological principles, and as an art it is those same principles reduced to practice in the family and the school, in developing the physical, intellectual and moral powers of humanity. It is also a bounden duty incumbent on all who would shape educational thought to disabuse the people of the erroneous and ruinous idea that teaching school is a simple and easy business, requiring no special preparation, and one in which any and everybody may engage when times are dull and when other and more lucrative employment cannot be found.—*American Journal of Education.*

Though education is an art, yet it cannot be learned by imitation, as one may learn to operate a telegraph or steam engine; if acquired at all, it must be by rational understanding of its philosophic principles. But it is clear to all reflecting persons that this difficult art of drawing out into a harmonious development all the powers of humanity cannot be learned in an ordinary school of science and literature. The principles of this art must be learned in normal schools

or teachers' seminaries, whose especial work is to teach all that relates to education in its history, its philosophy, its means and methods. The reason why our general education has hitherto remained in such a shapeless and disjointed form, is the fact that it has not been studied and investigated as a science—that it has not had, as in the case of the other sciences, a class of men especially devoted to the study of its facts and principles.—*American Journal of Education.*

STATISTICS OF OUR SCHOOLS.

By the kindness of Superintendent Johnson we give our readers the following tables from his report which will be presented to the Legislature in January.

COMPARATIVE STATEMENT.

	1874.	*1873.*
Whole number of scholars between four and twenty-one	225,219	225,179
Number registered in Summer Schools	122,458	116,750
Average attendance	98,744	92,526
Number registered in Winter Schools	133,353	128,134
Average attendance	108,478	103,548
Per centage of average attendance to whole number	.49	.49
Average length of Summer Schools in weeks and days, 5½ days per week	10w. 5d.	9w. 4d.
Average length of Winter Schools in weeks and days, 5½ days per week	11w.	10w. 3d.
Average length of schools for the year	21w.. 5d.	20w. 2d.
Number of districts	4,043	3,957
Number of parts of districts	361	347
Number of School Houses	4,199	4,083
Number of School Houses in good condition	2,591	2,397
Number of School Houses built last year	122	122
Cost of the same	$150,220	$153,696
Estimated value of all School Property	3,079,311	2,939,236
Number of Male Teachers employed in Summer	161	149
Number of Male Teachers employed in Winter	1,928	1,904
Number of Female Teachers employed in Summer	4,366	4,094
Number of Female Teachers employed in Winter	2,367	2,327
Number of Teachers graduates of Normal Schools	294	294
Average wages of Male Teachers per month, excluding board	$36.17	$34.23
Average wages of Female Teachers per week, excluding board	4.05	3.79
Average cost of Teachers' board per week	2.32	2.31
Amount of school money voted	$673,314	$625,618
Excess above amount required by law	187,782	149,953
Amount raised per scholar	$2.90	$2.77
Total amount received from State Treasury from April 1, 1873, to April 1, 1874	367,009	229,272
Amount derived from local funds	17,334	17,409
Total amount actually expended for public schools from April 1, 1873, to April 1, 1874	*351,772	*784,731
Amount paid for tuition in private schools, academies or colleges in the State	43,152	83,889
Amount paid for the same out of the State	9,119	11,249
Amount expended for repairs, fuel, insurance, &c	123,846	98,887
Amount expended to prolong schools	10,462	10,687
Amount paid for school supervision	28,540	25,943
Per centage of average attendance to scholars registered	.81	.80
Per centage of average attendance to Summer Schools	.80	.79
Per centage of average attendance to Winter Schools	.82	.81
Aggregate amount expended for schools	$1,191,712	$1,147,242
Amount of School Fund	361,893	319,273

*Returns incomplete.

COMPARATIVE STATEMENT.

	1874.	*1864.*	*Increase.*
Population of the State	626,915	628,300	dec. 1,385
Valuation of the State	$224,552,406	$164,714,168	$59,838,238
Number of towns in the State	419	405	14
Number that have made returns	419	383	28
Number of children between four and twenty-one years	225,219	235,249	dec. 9,556
Number registered in Summer Schools	122,458	133,150	dec. 10,692
Average attendance in Summer Schools	98,744	102,928	dec. 4,177
Number registered in Winter Schools	132,333	132,306	27
Average attendance in Winter Schools	108,478	111,892	dec. 3,144
Ratio of attendance to whole number of Scholars	.49	.46	.03
Average length of Summer Schools, in weeks	10w. 5d.	10w. 1d.	4d.
Average length of Winter Schools, in weeks	11w.	10w. 1d.	5d.
Sum of the average for Winter and Summer	21w. 5d.	20w. 2d.	1w. 3d.
Number of school districts in the State	4,043	4,120	dec. 77
Number of parts of districts	361	374	dec. 13
Number of School Houses in the State	4,199	4,035	154
Number reported in good condition	2,591	2,188	403
Number of School Houses built within the last year	122	77	45
Cost of the same	$150,220	$111,385	$38,835
Number of Male Teachers employed in Summer	161	137	24
Number of Male Teachers employed in Winter	1,928	2,274	dec. 346
Number of Female Teachers employed in Summer	4,366	4,088	278
Number of Female Teachers employed in Winter	2,367	1,846	521
Wages of Male Teachers per month, besides board	$36.17	$23.29	$12.88
Wages of Female Teachers per week, besides board	4.05	2.13	1.92
School money raised by taxation	$897,471	$426,904	$470,567
Excess above requirement of law	187,782	37,802	149,980
Average amount raised per scholar	$3.94	$1.81	$2.13
Amount of permanent school fund	361,893	173,492	188,401
Income of same apportioned to schools	19,558	10,120	9,438
Bank tax apportioned to schools	181,293	89,386	91,907
Amount derived from local funds	17,834	16,907	427
Contributed to prolong public schools	10,462	11,643	dec. 1,181
Amount paid to private schools, academies, &c., within the State	43,152	35,076	8,076
Amount paid for same out of the State	9,119	16,725	dec. 7,606
Paid for repairs, fuel, &c	123,340	51,187	72,653
Average cost of board per week	$2.52	$1.56	$0.76
Amount paid for school supervision	28,540	13,577	14,963
Aggregate expenditure for school purposes	*1,191,712	887,100	304,612

*Town appropriations for Free High Schools *not* included.

PROFESSOR SILLIMAN has discovered, in a "Journal of Travels in England, Holland, and Scotland," in 1805, published by his distinguished father, a memorandum of what is probably the first public use of street gas in London. Hitherto the date of the first public exhibition in that city has been put in 1807, when Mr. Winsor lighted Pall Mall. But on the 4th of July, 1805, the elder Silliman stopped in Piccadilly to see "an object of some curiosity," which he describes as follows: "An ingenious apothecary and chemist has contrived to light his shop in a very beautiful manner, by means of the inflammable gas obtained from fossil coal. It is the same thing with the thermo-lamp, of which you have heard much in America. Every new thing by which money can be made is of course kept secret in London, as well as everywhere else. I took the liberty, however, of asking the owner of the shop to permit me to see

his apparatus. He refused at first, but on my assuring him I was not a commercial or trading man, and was actuated solely by curiosity, he consented, and took me down cellar."—"*Scientific Miscellany*" *in The Galaxy for December.*

OUR SCHOOLS.

HILE we take on our share of the Yankee spirit of bombast and self-glorification, we have become somewhat weaned from the extravagant fancies of men of the "Jefferson Brick" style, or of that more dignified superciliousness, denominated *Bostonian.*

We cannot swallow without a twinge of conscience, the report of mutual admiration societies that have in hand the interests of schools; and we beg leave to state that through a long experience in teaching, we have rarely met a school-board, metropolitan or otherwise, that was up in its part, save in "laundry" dignity, or that served anything better than a clog, fettering any live, ambitious, experienced teacher. We except those who only strive for the honors of the office, without a care whether the schools go up or down—these constitute the greater part of the rural district committees.

But following in the train of the Brain Engine of the universe, *i. e.*, Boston in particular and Massachusetts in general, for years the schools of New England have been struggling "toward the mark for the prize of the high calling of Formulating."

Teachers are machines, pupils—not scholars—are *carts*, automatons. Books are made the argument rather than the text; words without meaning are shelved, to be brought out for days when points are to be made for promotion.

But few minds, comparatively, having been started, after the milling process in our little penal colonies called primary schools, and having that inborn spirit of investigation clouded and weakened by the tread-mill formulating of text lessons, all the way up through the grades of the first six years, but few, we say, ever afterward possess that power of analyzing language for the thoughts contained; and there is no teacher in the higher grades, who has a spark of ob-

servation, but sees it in any text recitation, perceives it in the very intonation, the rendering of the text committed.

Ask a class in any department of the High School mill—Geology, Chemistry, English Literature or Mental Philosophy—to read carefully a few pages and then give some of the leading thoughts embalmed. Comment is unnecessary. You know the result. You would be very likely to get as much of the husk as the kernel, as much "mint, anise, and cummin" as of the "weightier matters" of the text.

Text has its place, but only *as a text*, a guide to facilitate the expression of thought elicited by the study of the matter under investigation. Viewed in this light, it plays an important part on the school stage; but when it is turned from its legitimate channels, and regarded as the substance instead of the shadow, 'tis then it is made to usurp a place for which it was never designed. We hear much said concerning the abuse of text, even among live teachers; but too much of their talk is but the evanescence from a mixing of theories. Too little comes from the crucible of practical trial.

When the *thing* is studied in *lieu* of the text, then not only does knowledge become experimental and positive, but the theories themselves are true resultants rather than *a priori* theses.

Language of course must be analyzed, to comprehend the thought held by the word solution.

Now but few minds are found in the school room, sufficiently analytic to dissect with keen edge, the language of text books given them. Of course this department of mental power should be cultivated—not as we find done in the grammar class room, in the humdrum routine of book form, but with a keen search for its hidden truths.

The student should be taught to express in his own language, the thoughts expressed in the language of the text book before him—making himself and teacher sure at least of his comprehending the import of the text, if not making its application practically his own.

But the truth of the whole matter lies in the fact of the teacher being too often at fault in allowing himself to become negligent, heedless of his high vocation, too indolent perhaps to take the matter in hand himself and willing to let the pupil get what he can, from the book, become the mouth piece, the imitator, the automa-

ton of an author, without any well-defined understanding of the words he utters, or without any positive knowledge he has made his own.

All Hail the day, when things shall be studied each in its native dress, and school examinations shall be governed accordingly.

W.

I SEND my method of asking questions to the *Teacher*, hoping that it may help teachers whose scholars ask a great many questions. The questions about the lessons are the most important ones to be answered:—

For them raise the right hand. Questions about leaving the room are next in importance. For them raise the right hand closed with the exception of the first two fingers.

For questions neither about the lessons nor leaving the room, raise the right hand closed with the exception of the forefinger.

It is not always easy to judge whether a question is necessary or not till you know what the question is.

In schools where there are scholars who will take advantage of a teacher by asking the same question twice, I think that this method will be found very convenient.

The scholars in my room learnt it very readily, and seldom make a mistake in raising their hands.

I have tried it three months, and find that it saves me much time and talking, for I can tell at a glance what is wanted, without asking what the question is.—*Mass. Teacher.*

STUDY THE LESSONS. You cannot teach successfully unless you look over the lessons before the time of recitation, so as to get them fresh in your mind. You ought to devote a portion of every evening to the task of reviewing the lessons of the following day. This habit will aid you greatly in your work of instruction.

KEEP WIDE AWAKE. A teacher should be full of energy and life, so as to infuse his own spirit into his pupils. A dull teacher makes a dull school, but on the contrary, a live teacher makes a live school. Your pupils will be sure to catch your spirit, and if you are wide awake they will not be listless.—*Tennessee School Journal.*

Editorial Notes.

The excellent paper on the pronunciation of Greek and Latin which our readers will find in this month's JOURNAL is from the pen of Prof. J. H. Hanson, of Waterville. This paper was read at the last session of the *Maine Teacher's Association*, and it was voted at that meeting that a copy be requested for publication, and with the permission of Mr. Hanson, the JOURNAL is enabled to fulfill the desire of the Association. It is hoped that this paper will receive a wide circulation, and will be read with care, so that Maine may be united in this difficult matter. The Association passed a resolution to that effect, and recognized the principles presented in this paper as those adopted by a large majority of the teachers of this State. It is to be regretted that there should be such a muddle, and still more is it to be regretted that some definite, distinctive plan should not be agreed upon by all our colleges, and in that way settle the vexed questions. This question is commended to the consideration of the Presidents of our colleges.

To the general educator it is perhaps a matter of astonishment that there are so many colleges and universities in the United States, numbering as they do at the present time three hundred and twenty-five, or nine for every State. No one can justly claim that all these institutions can be successfully maintained, either by the funds which they have in their possession or from the expected students. Many of these colleges are denominational, and perhaps from that reason they have been longer maintained. But it has been found expedient to establish especial fitting schools for the various colleges, and notably has that been the case in this State. Those who are intimately acquainted with the colleges of Maine, know the strong and weak points of each, and laying aside all "personal" interest must confess that one would be better for the State than the four, five, or six perhaps now in existence. Georgia has already begun the work of consolidation. There are three Universities and two Colleges in that State, and the Governor has appointed a committee to form a plan for uniting them into one central University, and one that will be worthy of the name. It is to be hoped that it will not be many years before Maine will see that *consolidation* will be the best for its colleges.

The following may be added to what was said in last month's JOURNAL in regard to the work done in the Institutes during the past fall:

Spelling addresses itself to the senses and through these to the memory.

Definition of spelling—properly arranging the proper letters of words. The senses employed are sight and hearing. There are two forms of spelling, oral and written. The latter form is the one chiefly used. In oral spelling there are several elements. The first is pronunciation by teacher. Words should be pronounced by teacher as heard in common conversation. Do not indicate the spelling by your pronunciation. Second, pronunciation by pupil. The word should be pronounced once, and but once, by both teacher and pupil. The object of having the pupil pronounce is to train him to attention, and to satisfy the teacher that the word is understood. Third, the orthography—the pupil giving the letters of the word. Fourth, syllabication. Pupils should always be required to divide the words into syllables. They thus learn how to divide a word properly at the end of a line. Fifth, accent. Be sure that the pupil accents the word properly, as he pronounces it after spelling. Sixth, corrections. The pupil should be allowed to try the same word but once. No guess work should be allowed. It is well always to hold every pupil responsible for the correction of errors. When a mistake has been corrected, the pupil or pupils making the mistake should be required to spell the word correctly.

With regard to written spelling, first, words are to be pronounced by teacher as in oral. Second, written work by the pupils. They should observe the proper use of capitals; orthography, syllabication, and marking sounds of letters—this last only as an occasional exercise. Third, examination of work. The work of the pupils should always be inspected by somebody. This may be done by a teacher or by having pupils inspect one another's work. Fourth, correcting errors; every pupil should be required to correct his mistakes, writing the word correctly which he has misspelled.

The subject of teaching primary reading by the word method, in a modified form, was presented. The lesson was a description of a method used by a distinguished German teacher. He begins by teaching his pupils the vowels by their names, and the other letters by their sounds, and then proceeds to combine these sounds as syllables, by placing the consonants before the vowels. In the course of three or four weeks he has taught his pupils all the simple sounds of the language as represented by their symbols, the letters, and also to recognize at sight some seventy-five syllables. He next places the consonants after the vowels, thus teaching the second or short sounds of these vowels. Following this he begins to teach words in connection with objects or pictures of objects. It has been proved by actual experiment that children will learn to call at sight words of two or more syllables as readily as those of one, if they only know the meaning of them. In this system of teaching, the pupil is required to print the words they are taught at each lesson. They are also required to hunt these words out from others. As soon as they have been taught a few words, these are combined with sentences. All work is done by use of blackboards and charts. After the pupil has been taught to recognize a hundred words or so they are put into the book.

Yesterday, there assembled at the rooms of the School Board, in the City Hall, some of the most distinguished educators of New England. The prime object of the meeting was to consider and conclude arrangements for publishing a journal, to be entitled "The New England Journal of Education." There were present the Directors of the American Institute of Instruction, the Executive Committee of the Massachusetts State Teachers' Association, representatives from each of the State Teachers' Associations, and of the various educational journals of New England. The meeting was marked by much enthusiasm and by a perfect unanimity in the desire to establish such a journal, and to issue the first number on January 1. The following journals will be consolidated into this: The Massachusetts Teacher, the Rhode Island Schoolmaster, the MAINE JOURNAL OF EDUCATION, the Connecticut School Journal and probably the College Courant. It is proposed to make the journal a weekly paper of sixteen pages, of the size of the Christian Union, and to employ the ablest editorial talent in New England. It will be published in this city at the subscription price of $3 per year. As soon as the vote was passed to establish the journal, Dr. George B. Emerson rose and, with a few enthusiastic words, gave his name as the first subscriber to the new publication.—*Boston Globe, Nov. 28, 1874.*

In regard to this statement so far as this JOURNAL is concerned, it will *not* at present enter into the above arrangement. At some future time the editor will speak more definitely of this matter as it appears to him, perhaps giving reasons why this JOURNAL does not enter into the arrangement. The field is wide enough for us both and we extend a cordial welcome to the new Journal, and although we may not become a part of it, still we will endeavor to help it along in every way.

The school grounds, wherever practicable, should in the rural sections embrace an acre in extent, and not less than half an acre, so as to allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be an area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the school-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small school, an area of eight rods front by ten rods deep may be sufficient, the school-house being set back four rods from the front.

Scientific men are advising people to breathe through their noses, saying that the pernicious habit of breathing through the mouth while sleeping or working is very hurtful. There are many persons who sleep with the mouth open, and do not know it. They may go to sleep with it closed, and awake with it closed; but if the mouth is dry and parched on waking, it is a sign that it has been open during sleep. Snoring is another sure sign. This habit should be overcome. At all times, except when eating, drinking or speaking, keep the mouth firmly closed, and breathe through the nostrils, and retire with a firm determination to conquer. The nostrils are the proper breathing apparatus—not the mouth. A man may without being aware of it, inhale poisonous gases through the mouth, but not through the nose.

Ventilation becomes easy as soon as it is known that it is embraced in these two essential operations, viz.: 1st, to *supply fresh air;* 2d, to *expel foul air.* It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the *foul air will not go out* unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without.

In winter the temperature during the first school hour in the forenoon or afternoon, should not exceed 70°, nor 66° during the rest of the day.

Book Table.

NEW PUBLICATIONS.

OUTLINES OF ASTRONOMY. By Arthur Searle. Boston: Ginn Bros.

This book is intended to give such elementary instruction in the principal branches of Astronomy, as is required in High Schools or by any students not far advanced in mathematics. It is illustrated by engravings carefully prepared with a view to accuracy, and contains some information upon each of the following subjects:

1. The chief results of astronomical inquiry up to the present time with regard to the general constitution of the universe, and, in particular, with regard to the stars, planets, nebulæ, comets, and meteors.
2. The methods of astronomical research, and their application to the arts.
3. The general principles of theoretical Astronomy.
4. The history of Astronomy.
5. Astronomical statistics.

INTRODUCTION TO ALGEBRA. By Edward Olney. New York: Sheldon & Co.

There has been a great need of a suitable text-book in Algebra, so that that study could have a place in the Grammar schools. This book seems to be just such a work as will give such pupils an opportunity to fix such principles in their minds as will make the after study of Algebra a profitable and pleasing pursuit to the learner. This book also furnishes enough of Algebra to those who only obtain an ordinary English education. There has not been sufficient time for examination, to ascertain whether some points have not been rather too severely abridged. The appearance of the book is splendid.

PHYSIOLOGY. By M. Foster. New York: D. Appleton & Co.

This is numbered the Sixth in the series of Science Primers issued by this

house, and it is the first that has come to our notice. If every teacher should procure this book and study it, and then, by talks to the children make known what has been learned from this book, the study of Physiology as required in our schools would be complete. This book is pleasant in appearance and could be read by the youngest pupil with a little aid from an older person, to advantage, and still there is much in it that our teachers know not, or if they do know it, they don't practice it.

SHAW'S NEW HISTORY OF ENGLISH LITERATURE. By T. J. Backus. New York: Sheldon & Co.

Shaw's complete Manual of English Literature has been in use for many years, and while its many excellences have been recognized, there have also been many defects which arose from its use as a school text-book rather than as a college text-book for which purpose it was prepared. A thorough revision of that Manual has been made, and the revisor has attempted to improve the logical arrangement; to correct the lack of unity in several chapters; and to simplify the style. So far as it can be judged the author has succeeded in his endeavor, and has prepared a work which will speedily succeed in our High schools the other work. If the pages had been divided a little more into paragraphs it might not seem so insurmountable to the pupil.

LECTURE NOTES ON QUALITATIVE ANALYSIS. By Henry B. Hill. New York: G. P. Putnam's Sons.

To every teacher of Chemistry this book will be very acceptable, inasmuch as it presents to him the method of procedure and still leaves the result to his own care and accuracy. It is to be regretted that the outward appearance of the work is spoiled by an error in spelling.

PRACTICAL AND CRITICAL GRAMMAR. By Noble Butler. Louisville, Ky.: G. P. Norton & Co.

Every principle is abundantly illustrated with exercises. The work contains critical discussions of various grammatical points, although it is not intended that the pupil should give his attention to all these points. A teacher will find this book a valuable acquisition, inasmuch as it presents some new ideas, but for use in the class-room the book will be found rather too heavy.

THE ELEMENTS OF PHYSICS. By S. A. Norton. Cincinnati and New York: Wilson, Hinkle & Co.

This book forms one of the well-known Eclectic Educational series of which this enterprising house are the publishers. It has the advantage of treating the subject briefly and to the point.

AMERICAN SCHOOL MUSIC READERS. By L. O. Emerson and W. S. Tilden. Boston: O. Ditson & Co.

The pretty collections of juvenile songs called "School Song Books" are rapidly giving place to "Graded Singing Books" suited to the present advanced stage of musical education. It is evident that one book cannot com-

bine all the elements necessary for a note-reader for children of all ages. The Primary School needs a little child's book, and the High School may receive one fitted for adults.

In three useful volumes Mr. Emerson and Mr. Tilden have provided a large amount of good material for instruction, and manage to give it a very agreeable shape. The three books contain about 600 melodies, with words attached, the first, for the youngest learners, being very short and simple, and the last, for the most advanced, are fitted with two additional parts, and although used for instructive purposes, are in themselves fine Trios, Anthems, Hymn Tunes or Glees.

Our girls and boys usually go to school about nine years. In the Primary School they need Book I, which is so arranged as to give a three years' course. The very smallest children are remembered in this volume, and those who are too little to learn by note, are invited to sing little lays learned by *rote*, or by imitation. The needs of older scholars are provided for in Book II, which visits all keys, and, in the last half introduces singing in two parts. This volume contains 200 songs of pleasing character. In Book III, three-part singing is practised, by means of 150 songs and 75 exercises. These last are evidently "arranged" from a book on Harmony, as they contain about all the common progressions of chords.

On the whole, the three books may be said to include an excellent method, which has already been tested by use in schools of Boston and vicinity.

There have also been received:

A COMBINATION SPELLER. By J. W. Shearer. New York: Ivison, Blakeman, Taylor & Co.

A HIGHER ARITHMETIC. By G. P. Quackenbos. New York: D. Appleton & Co.

REPORT OF THE COMMISSIONER OF EDUCATION for the year 1873.

CIRCULAR OF INFORMATION of the Bureau of Education, No. 3.

ANNUAL REPORT of Schools of the State of New York.

CATALOGUE OF COLBY UNIVERSITY for 1874-5.

ANNUAL REPORT of Public Schools, Williamsport, Pa.

CATALOGUE OF TUFTS COLLEGE for 1874-5.

PERIODICALS.

[SEE THE JOURNAL CLUB LIST.]

THE YOUTH'S COMPANION, the old family favorite, is as eagerly looked for each week by the young people and read with as much interest by the older, as in days gone by when there were but few publications designed for the children, either weekly or monthly. It has been published for nearly half a century. The articles are largely original, and written by some of the most attractive writers in the country. Subscription price, $1.75, which includes the payment of postage by the publishers. Specimen copies sent free. Perry Mason & Co., publishers, Boston, Mass.

THE GREAT HOUSEHOLD MAGAZINE OF AMERICA. This is what Arthur's Home Magazine claims to be, and we have no doubt but that all who have read it during the past year will cheerfully concede its claims to be just, for there is no periodical so thoroughly identified with the people in their home and social life. We are promised that this magazine for 1875 will be made even richer and more varied than it has been heretofore, and since the publishers have never failed to make all their promises good, we believe it will be, though we can hardly see how it is possible. Among the leading features will be a new serial story by T. S. Arthur; "Fifty Years Ago, or the Cabins of the West," by a writer who is well acquainted with pioneer life at the West; several other serial stories by favorite writers; a series of articles on Architecture, entitled, "Every Man His own Architect;" illustrations and descriptions of "Buttrick's Newest Patterns;" and articles specially designed for mothers, housekeepers, the children, florists, reformers, and so on through many of the departments and occupations of life. In its "Evenings with the Poets" are found many choice poems. The illustrations for the coming year will be greatly superior to those before given. Every subscriber will receive free an elegant steel engraving, designed and executed specially for this purpose. Terms, one copy, $2.50; three copies, $6.00; six copies, and one to the person getting up the club, $12.00. T. S. Arthur & Son, publishers, Philadelphia, Pa.

ST. NICHOLAS. The second volume of this excellent magazine began with the November number. That for December is a capital one, while that for January, we are assured, will be a real holiday number. It will contain Christmas and New Year's stories, the opening chapters of two new serials, by J. T. Trowbridge and Louisa M. Alcott, and poems and articles appropriate to the season, while the illustrations will be numerous and attractive. We might mention many more of the good things coming, but we have told of enough to make the boys and girls anxious for its appearance. The subscription price of the St. Nicholas is $3.00, postage paid by the publishers, Messrs. Scribner & Co., New York.

THE SUNDAY SCHOOL WORLD for teachers and the CHILD'S WORLD for children, published by the American Tract Society, are invaluable in their line. The first fifty cents per year, and the last, one hundred copies for twelve dollars.

THE NEW YORK OBSERVER is one of the oldest and most reliable religious and secular papers in this country. It has a large corps of interesting correspondents, and every week brings to the reader fresh and entertaining matter from near and from far. For 1875 terms are $3.15 post-paid, or two copies for $5.30.

THE NATIONAL SUNDAY SCHOOL TEACHER for teachers, and the LITTLE FOLKS for children, published by the Adams, Blackmer & Lyon Co., Chicago. $1.50 and 30 cts. respectively, post-paid for 1875; will be very desirable for every family.

OLIVER OPTIC'S MAGAZINE FOR DECEMBER. This number, which closes the eighth year of this most successful Magazine, has the concluding chapters of its three serials, all handsomely illustrated. In addition to these we have articles on Illumination, "Dr. Franklin's Visit to his native Iceland," an original Dialogue, and several Poems by pleasing writers. The illustrations are numerous and very handsome. The serial departments are filled with good things. The editorials are timely, and an artistic piece of music gives a handsome finish to the number. For the New Year, Oliver Optic will contribute a new serial, "Ocean Born, or the Cruise of the Clubs;" Elijah Kellogg will furnish "Wolf Run, or the Boys of the Wilderness." A variety of new features will be introduced, among others cash prizes each month to the successful solvers of a new full page Prize Rebus. Terms $3.00 a year (postage prepaid to all subscribers). Lee & Shepard, Boston, are the publishers.

THE LIVING AGE which has now absorbed the subscription list of Every Saturday, is the only weekly of its class in this country, and gives nearly, if not full twice as much reading from the ablest pens of the world, as any other periodical. Subscription price $8.00 post-paid, or in club with the JOURNAL OF EDUCATION, $8.60, both post-paid.

OUR EXCHANGES.

THE MARYLAND SCHOOL JOURNAL sends the October number with the request "Please exchange." That number has been carefully read, and now will not the enterprising editors please send the September number? When an Educational Journal begins its career, and it is possible for us to begin the volume with it, it is one of our pleasures so to do, especially when it bids fair to make itself felt. There can be no doubt but that the teachers will come up boldly to the front and sustain such a Journal as has been started for them. It is one in which they should take pride. Not only in the material provided, which is much above the average, but also the manner and form in which it is presented, makes it especially readable. Send us along number one, gentlemen, if you please.

THE WEST VIRGINIA EDUCATIONAL MONTHLY entered upon its third volume with the October number. This Journal has increased in its power and efficiency with every number. And now that there is talk among the eastern Journals of making a change, the southern and western Journals must to some extent, supply their place. It seems but last month when the first number of this Journal appeared. The contents of this month are: a complete and exhaustive report of the business proceedings of the State Educational Association, in comparison with which the Maine meetings would grow pale and vanish into thin air; the publication of many of the papers presented at that meeting, which are worth the price of subscription for the whole year; and many other original and selected articles. The mechanical execu-

tion of the Journal is not quite up to our notions. It may be that we are unfortunate in the copy that we received, yet, if that copy is a fair sample, the press work could be improved.

THE WISCONSIN JOURNAL OF EDUCATION has become one of the foremost of the north-western Journals. No Journal comes to us having as much matter for the price. The teachers of the west are alive to their wants and needs, and they express their thoughts a little more directly upon the subjects which they write about, than do our eastern teachers. They do not hesitate to condemn the faults of the men who fill the leading offices of education in the State, and their criticisms are severe, whether they are just or not. Among many articles of interest we select as the titles of some which are as interesting to us as to them, as follows: Are *Wisconsin* teachers fitted for their business? Who will give us an article on the question whether *Maine* teachers are fitted for their business? Can any question affect our State more than this, What the town system would do for us. Will not some teacher in some of our *towns* of Maine discuss this question in our columns either affirmatively or negatively. But there is no need of further statements; a little is as good (in this instance) as a sufficiency.

THE MINNESOTA TEACHER AND JOURNAL OF EDUCATION is edited and published by George M. Gage, a gentleman who is well-known in the State. And it is remarkable how many men have gone from this State who have made their mark high up in the profession of teaching, as well as the other pursuits of life. Perhaps there is a good reason, too, for the remark that "Maine *is* a *good* State to emigrate from." Those who know Mr. Gage also know that the Journal under his charge must meet with success. From what we know of him we judge he never turns back after putting his hand to the plow. It was before our feeble attempts in teaching began that Mr. Gage was in this State, but we know that to him is due the foundation of the MAINE JOURNAL. Cannot the teachers of Maine now give him encouragement by adding their names to his list of subscribers?

HOME AND SCHOOL, published by John P. Morton & Co. of Louisville, Ky., is but little known in this State. There is a hint in its Prospectus for 1875 that it will be profusely illustrated next year; and if this *should be so* then we can say that in beauty and variety, in cheapness and value, it will stand without a competitor in popular favor. We think the publishers give a great deal now for the price, $1.50 a year, but when, in addition to what they now give their subscribers, they put into every number costly and beautiful engravings without increasing the subscription price, Home and School will take the front rank of American magazines.

THE MEDICAL RECORD, published by William Wood & Co. of New York, has hitherto been a semi-monthly journal. After January 1st, 1875, it will be issued weekly. It will be a sixteen page journal, and will form a volume nearly one-third larger than heretofore. The postage after Jan. 1st, will also

be prepaid by the publishers. Although we regret that there are many teachers who have not the profession of teaching, but that of medicine in view, yet since this is a fact we take pleasure in calling to their attention this Journal, because it is thought that it will give them information upon those points which they most wish to know.

THE BOSTON JOURNAL OF CHEMISTRY is devoted to the science of home life, the arts, agriculture and medicine. The general reader does not know how much valuable information is contained in this monthly publication. It presents in an attractive form a knowledge of the natural phenomena by which we are surrounded, and awakens in the young especially a desire for more abundant knowledge. It is of use to the farmer, mechanic, artisan, physician, teacher, and in fact to every department and employment of life. It is better than the New York Ledger, Leslie's Weekly, and other such publications, and costs less than half as much. For eight years it has been received by us, and we have had the volume bound and find them almost of daily use.

THE NATIONAL TEACHERS' MONTHLY has made its appearance. It is published by the house of A. S. Barnes & Co., and is under the editorial management of J. Mahoney, formerly owner, proprietor and publisher of the Chicago Teacher. The old and well-established journals must withdraw in favor of the new comer, in so far as the cover, its design and execution are concerned, and also the appearance of the journal is far beyond all others in neatness and cleanliness, except the MASSACHUSETTS TEACHER, which is published by that old, standard house, A. Mudge & Son.

Time has not been given as yet to the perusal of the articles, but among the articles contributed will be found those written by such well-known men as W. F. Phelps, Prof. J. D. Shute, Dr. S. Willard, and J. M. Watson. Mr. Mahoney did not quite do justice to himself in this first number. Perhaps his new chair did not feel quite as comfortable as the old; however that may be, it cannot be long before some of his sharp sayings and naive remarks must show themselves. It will not be Mr. Mahoney, as editor, if they don't.

Of the papers published in our own State or elsewhere, we know of none that excel in their own particular place, the PORTLAND DAILY ADVERTISER, the LEWISTON WEEKLY JOURNAL, and especially the DAILY KENNEBEC JOURNAL during the session of the legislature. The first-mentioned is of the daily papers the lowest in its price, and yet it has not decreased its price by decreasing the amount of news which it furnishes in comparison with the other dailies. It has had a predilection for the Republican party in its political character, but not so much so but that a good sound democrat could read it and not feel aggrieved, in fact it has been independent in politics, and as good a *news* paper as could be found. The Lewiston Journal is not surpassed in enterprise or ability by any paper, and it has no equal in its extensive local correspondence reports of all public occasions, its agricultural department, and in its general miscellaneous matter. To the citizens of Maine

we commend this paper as the best for giving them information of what is done in the State of Maine. When the legislature begins its session then will begin the demand for the Kennebec Journal. Of course every man who has any interest in what is done at Augusta wants this journal, for each morning he knows what was done the day before, and furthermore he can see when the sessions of the various committees are held, and what subjects will be before them at different times. The first number will be issued Jan. 6th, and contain a brief biographical notice of each member elect.

The different magazines and papers of which we have made mention, will be furnished with the JOURNAL OF EDUCATION at such a reduction in price as will make them within the reach of all. In fact it is for the interest of every subscriber to the JOURNAL who takes any other magazine or paper, no matter what may be its nature or subject, to obtain from us club rates. There is no difference in the time of its receipt whether you or we send your name to the publishers. It gives you the advantage of obtaining two or more papers or magazines at but little over the cost of one only. Give your attention to this.

We have received from Thos. Hunter, Philadelphia, a finely executed Lithograph of *Centennial Art Gallery* (the permanent portion of the centennial buildings) which is now being erected in Fairmount Park, Philadelphia, of light granite, at a cost of $1,500,000, and which will be one of the finest specimens of architecture on the continent. It is printed in black and two tints, on heavy plate paper, 21x27 inches, and is by far the most finished print of this magnificent building yet produced. It has the sanction of the Centennial Board of Finance, who have ordered a large number for distribution among the representatives of foreign nations. Price 50 cts., sent by mail, postage paid. Agents wanted in every town.

"CORONO," or the game of the "Banner and Crown" is the best card game we have ever seen. It has so many *points*, if we may so call them, that the attention of the player is kept up to the enthusiastic pitch to the very last. It is beautifully lithographed and printed by Milton Bradley & Co., Springfield, Mass., in two styles at 75 cents and $1.50. They also publish a great variety of games, which are represented in an illustrated catalogue.

"Let me dream of Home, Sweet Home," is the title of a very sweet and beautiful song, written by John T. Rutledge, music by W. T. Porter, and for sale at 40 cts. by F. W. Helmick, music publisher, Cincinnati, Ohio.

Calumny is like the wasp that teazes, and against which you must not attempt to defend yourself unless you are certain to destroy it; otherwise it turns to the charge more furious than ever.

One of the methods adopted by the authorities of Paris for the encouragement of birds in the parks of that city is the manufacture and placing of artificial nests so cunningly constructed that each variety of bird will recognize its home at once, and suppose it to be the vacated mansion of a bird family just moved out. These nests are made by women, and "L'Illustration" says "they make them for the thievish and quarrelsome sparrow," the titmouse, the warbler, the kingfisher, the chaffinch, cuckoo, blackbird, magpie and others. Three thousand of these nests have been put up, the plan having been suggested by a professor of the Jardin des Plantes.—"*Scientific Miscellany*," *in The Galaxy for December.*

One of the services which the Signal Office proposes to render the country is the study of sea temperatures in connection with the habits and migration of fishes. This subject now engages earnest attention in England and Scotland, as well as the United States. It has been suggested that the movements of fishes have a definite relation to sea temperatures and the weather, and for two years the herring fisheries have been carefully studied by Mr. Buchan, to determine this relation. If these efforts are successful, the Signal Office may be able to add the direction of the fisheries to its other fields of usefulness.—"*Scientific Miscellany*," *in The Galaxy for December.*

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals and the Journal of Education, postage paid, one year, for payment strictly in advance, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).

$8.60. *Littell's Living Age* (*$8.00*). *Boston Daily Globe* (*$8.00*).

$5.50. *Webster's National Pictorial Dictionary* (*$5.00*).

$5.60. *Eclectic Magazine* (*$5.00*).

$5.00. *Atlantic Monthly* (*$4.00*), *Harpers' New Monthly* (*$4.00*), *Harpers' Weekly* (*$4.00*), *Ladies' Bazar* (*$4.00*), *Scribner's Monthly* (*4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*), *Galaxy* (*$4.00*).

$4.35. *The Scientific American* (*$3.20*), or *New York Independent* (*$3.00*).

$4.30. *Godey's Lady's Book* (*$3.00*), *and Chromo*, "*The Rescue.*" *St. Nicholas* (*$3.00*), *College Courant* (*$3.00*).

$3.75. *Phrenological Journal* (*$3.00*), *Arthur's Home Magazine* (*$3.00*), *and a beautiful $5.00 engraving, entitled "The Christian Graces."*

$3.60. *Portland Transcript* (*$2.00*), *Oliver Optic's Magazine, weekly or monthly* (*$3.00*), *N. Y. School Journal* (*$2.75*).

$3.20. *Peterson's Ladies' Magazine* (*$2.00*), *Herald of Health* (*$2.00*). *Boston Weekly Globe* (*$2.00.*)

$2.70. *The Chromo*, "*Yo Semite*," *and Wood's Household Magazine* (*$1.50*), *National Sabbath School Teacher* (*$1.50*), *The Nursery* (*$1.60*), *The American Agriculturist* (*$1.50*), *Education Abroad, by B. S. Northrop* (*$1.50*), *Any State School Journal, whose price is $1.50 per year.*

$2.25. *The School Festival* (*.75*). *National Normal* (*$1.50*).

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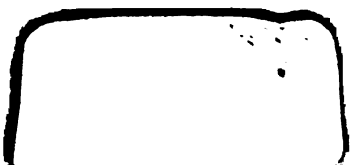
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